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# Pennsylvania Department of Education

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Commonwealth of Pennsylvania  
**Department of Education**  
333 Market Street  
Harrisburg, PA 17126-0333

## **Charter Annual Report**

**Tuesday, May 07, 2013**

**(Last Accepted: Monday, October 31, 2011)**

**Entity:** Green Woods CS

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Philadelphia, PA 19127

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# CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

## Summary Data Part I

### Charter School Annual Report Summary Data 2011 - 2012

**Name of School:** Green Woods CS

**Date of Local Chartering School Board/PDE Approval:** August 7, 2002

**Length of Charter:** 5 years, Second 5 year charter issued on 9/07, Third 5 year charter issued 9/12  
**Opening Date:** September 2002

**Grade Level:** Kindergarten through Eighth    **Hours of Operation:** 8:10 a.m. to 3:20 p.m.

**Percentage of Certified Staff:** 100%    **Total Instructional Staff:** 22

**Student/Teacher Ratio:** 14:1    **Student Waiting List:** 155 please note Green Woods added 190 new students for the 2012-2013 school year

**Attendance Rate/Percentage:** 96%

## Summary Data Part II

Enrollment: 228 Per Pupil Subsidy: \$8,096.00 Regular Ed \$19,660.00 Special Ed

### Student Profile

American Indian/Alaskan Native:	0
Asian/Pacific Islander:	9
Black (Non-Hispanic):	30
Hispanic:	1
White (Non-Hispanic):	188
Multicultural:	0

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:  
17%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 37

### Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	0	0	164	167	167	0	498
Instructional Hours	0	0	981.265	1005.63	1005.63	0	2992.52

## SECTION I. EXECUTIVE SUMMARY

### Educational Community

Green Woods Charter School (GWCS) completed its 10th year of operation in June 2012. In the 2011-2012 school year, GWCS enrollment increased to 228 students in grades K-8. In the past GWCS drew its families predominately from the Northwest section of the City of Philadelphia. Through our expansion effort, our marketing strategy, an effective PR campaign, positive publicity, sibling preference, and word of mouth from very satisfied parents, families from many areas of Philadelphia now apply and are accepted to Green Woods. A day doesn't go by that we don't receive a call from a parent wanting to know more about our admission process.

After an extensive - almost, yearlong, process of our charter renewal, in May of 2012, the School Reform Commission voted to approve our five-year renewal. This past year we purchased a site in Roxborough on which we will build our new school and outdoor learning lab; we successfully went through the entire zoning process; we leased two former schools in Manayunk to accommodate our 2012-2013 growth; hired 16 new staff to support this growth; we enrolled close to 190 additional students, and we still have a waiting list.

Founded in 2002, the concept of a small school, with one of each grade, seemed quaint and ideal. But our name soon became synonymous with academic excellence and so the demand for our program quickly grew. Both within our community and outside, there is strong support for Green Woods to grow our program. Our January, 2012 "Open House Enrollment Day" brought 800 people interested in learning more about how to enroll their child/ren in Green Woods. Families recognize that their children aren't widgets. Children are individuals. Children are different and they learn differently. Green Woods offers a different way of learning and we have an outstanding teaching staff to support our efforts. Our parents are involved and we have the flexibility to provide the individualized attention to detail that makes our unique and innovative curricula come alive for our

students. Our standardized test scores and our many awards and accolades speak well of this approach and our success.

Charter School Law, mandated by the State of Pennsylvania, dictates that all charter schools are to be self-managed public schools established with an expressed purpose: "Charter schools foster innovation and serve as models for traditional public schools. True to this mandate, Green Woods Charter School has met this challenge. As we grow and thrive, we will continue to be innovative both in our approach to delivering a high-quality standards-based curriculum and in our commitment to fostering a safe, collaborative atmosphere in which to support student learning.

In addition to our innovative program as a whole, our standards-based curriculum has received numerous accolades including the status of Exemplary Curriculum; Governor's Award for Environmental Excellence; Finalist — Philadelphia Sustainability Awards and Best Practices Award — Presented by the School District of Philadelphia. Green Woods received the Program of Excellence Award from the Pennsylvania Council of Social Studies and we have achieved an SPI ranking of #1. In the October 2011 edition of Philadelphia Magazine, Green Woods was given the status as a "Top City School."

Our use of the natural environment and hands-on learning compliment the sound instruction in the core academic areas facilitating learning characterized by high levels of student engagement and student achievement. GWCS' Using the Environment as an Integrating Context Curriculum (EIC) provides the framework and the basis for unit plan development at GWCS. Through the EIC model, PA Academic standards drive the selection of textbooks, literature, unit development and assessment. In fact, EIC permeates all aspects of our day-to-day classroom and outdoor learning.

We have offered to share our unique way of teaching and learning with others from New York, Georgia, Utah and more who want to replicate our program.

Here are just a few of the testimonials from these current/potential charter operators:

"Seven Generations Charter School, a K — 4 school during the 2009-2010 school year [we will become K — 5 in 2010-2011], would not be the school that it is today if it were not for the significant and wide-ranging support, guidance, expertise, and experience shared with us by Ms. Wallace and other members of the Green Woods staff."

...Phil Arnold, Operations Manager and Founder - Seven Generations Charter School

"We are writing this letter to you and your staff to document the importance of your willingness to share your "award winning" environmental curriculum with The Environmental Charter School at Frick Park. We are happy to report the school has now completed the second school year, has successfully implemented your core environmental curriculum with "place-based" adaptations for Pittsburgh, enjoys broad support from the community and parents, has a waiting list of over 200 students, and is doing very well academically."

---Barbara Hicks and Phil Parr - Founding Members, The Environmental Charter School at Frick Park

"Ms Jean Wallace, the CEO of Green Woods Charter School is an example of the spirit of collaboration that is so valued today for educational success. In our most recent visit to Green Woods Charter School we had an opportunity to reflect on many charter school practices, on curriculum tailored to the environment, and unique benefits of charter school education. We are most grateful to Jean Wallace for her willingness to provide both advice and guidance to Hudson River Charter School as we make our journey through the chartering process."

...Gail Ostermann, Director and Marge White, Manager, Hudson River Charter School

#### Partnerships in Education

Many community partners, old and new, continue to be instrumental in helping us accomplish both our short-term and long-range educational goals. Working with the Pennsylvania Department of Education, Pennsylvania Game Commission, Pennsylvania

**Fish and Boat Commission, Department of Environmental Protection, Outward Bound, Pennsylvania Council for Social Studies, PennCORD, and the Pennsylvania Bar Association, we have had a tremendous outpouring of support from organizations that believe in our mission and have played a supporting role in helping us achieve our educational goals this year.**

**As a charter school, it is important that we maintain our unique identity and academic focus by developing the kinds of key partnerships that support and enhance our educational mission through resources, training, and funding. Moving into our new, interim, community in June of 2012, we have already reached out and developed additional partnerships to enhance our EIC focus.**

**For a complete list of the partners that support our efforts, visit our website at [www.greenwoodscharter.org](http://www.greenwoodscharter.org)**

**PLEASE REFER TO THE ACADEMIC STANDARDS SEGMENT OF THIS REPORT TO REVIEW THE MANY, HIGH-QUALITY, STANDARDS-BASED LEARNING EXPERIENCES OUR STUDENTS ENJOY.**

## **Mission**

The mission of Green Woods Charter School is to foster a keen understanding of the interrelatedness and interdependence of our local and global existence; creating active stewards of the natural world!

## **Vision**

Children at Green Woods Charter School will understand that learning is an ongoing process requiring a strong foundation. They will use their special talents and knowledge to constantly improve themselves, their learning, their school, and the environment.

## **Shared Values**

- All stakeholders, administration, staff, students, and parents, will engage in ongoing self-assessment and improvement initiatives. We will be self-critical, constantly learning and continuously improving, accepting responsibility to always be the best.
- We will all remember that the needs of the children will always come first.
- Children will be empowered to make thoughtful and responsible decisions. In addition to knowing how to do things, children will understand why.
- Children will not simply tolerate, but will enjoy and actively search for diversity, recognizing that many perspectives are necessary to create a complete picture.
- Children will recognize that world problems are complex and the search for answers must include research into politics, economics, human cultures, and the sciences.
- Within safe boundaries children will uninhibitedly make mistakes, knowing that each mistake is a treasure trove of information, that mistakes are an essential part of the search for knowledge and that mistakes provide an unparalleled learning opportunity.
- Through small, constant steps, our children will develop the precious habit of improvement, doing things better, little by little, all the time.
- Children will comfortably ask for what they feel they need, knowing that assistance will be forthcoming, yet recognizing that some answers are not immediate.
- We recognize that all children learn in different ways and at different rates.
- When children learn within a culture of motivation, self-esteem, responsibility and mutual respect, circumstances for inappropriate behavior are greatly minimized. Rules, expectations and consequences will be clearly defined and uniformly communicated.

## Academic Standards

### Academic Standards

Again in 2012, 100% of 7<sup>th</sup> grade students at GreenWoods CharterSchool scored proficient/advanced in Reading. This marks the third year in a row that the 7<sup>th</sup> and 8<sup>th</sup> grade Language Arts teacher has reached 100% and speaks volumes for the positive impact a cohesive, integrative program has on student success. In addition, 2012 brought the 4<sup>th</sup> grade students' third year in a row of scoring 96% proficient/advanced on the Science PSSA. Such fetes can not be reached without a comprehensive program geared toward the same vision and mission: teaching students to their fullest capabilities in a manner conducive to their learning styles.

In addition to our setting and our program as a whole, our unique, standards-based curriculum has received numerous accolades including the status of "Exemplary Curriculum" (July 2006), "Governor's Award for Environmental Excellence (July 2007), "Finalist — Philadelphia Sustainability Awards (April 2008) and "Best Practices Award — Presented by the School District of Philadelphia (May 2008).

Using the Environment as an Integrated Context (EIC) defines a framework for interdisciplinary, collaborative, student-centered, hands-on, and engaged learning. At Green Woods we use the environment as a comprehensive focus and framework for learning in all areas: general and disciplinary knowledge, thinking and problem solving skills, and basic life skills, such as cooperation and interpersonal communications. EIC based learning is not primarily focused on learning about the environment, nor is it limited to developing environmental awareness. It is about using a school's surroundings and community as a framework within which students can construct their own learning, guided by teachers and administrators using proven educational practices. Green Woods's consistently strong PSSA scores speak volumes for the positive impact and academic success of the program.

Charter School Law, mandated by the State of Pennsylvania, dictates that all charter schools are to be self-managed public schools established with an expressed purpose: ***"Charter schools foster innovation and serve as models for traditional public schools.*** True to this mandate, Green Woods Charter School has met this challenge. We continue to be innovative both in our approach to delivering a high-quality standards-based curriculum and our commitment to fostering a collaborative atmosphere to support student learning. In the spring of 2011, the SRC granted Green Woods permission to expand its student population. The "go-ahead" granted Green Woods the motivation and ability to push the program to even greater limits and create a curriculum that benefits a more diverse population.

The foundation for Green Woods EIC Curriculum is the Pennsylvania Academic Standards for Environment and Ecology which focus on the real world and how it works. Fifty percent of the Environment and Ecology Standards directly relate to Social Studies Standards. Integrating concepts relating to Economics, Civics and Government, and

Geography are done well through the EIC approach. This allows for a relatively seamless integration of Science and Social Studies. Language Arts skills are reinforced throughout our middle school curriculum as our students read and write across all disciplines. In Language Arts class our students read novels and write research papers and newspaper articles based on topics covered in Science and Social Studies. Special subjects such as Art, Music, Spanish, and Technology also support our EIC curriculum framework. For example, students studying the Delaware Estuary create scale drawings of the various animals that inhabit the estuary and display the drawings in the form of an informative mural. Teamwork is the essential key ingredient to integrated learning as it ensures that our students are making connections across all disciplines.

### GREEN WOODS CHARTER SCHOOL CURRICULAR OPPORTUNITIES AND SUPPORT OF SPECIFIC ACADEMIC STANDARDS

The same strong focus is integrated and built upon from one year to the next. With such an emphasis on a consistent theme, the students gain a strong purpose for their place in the learning community. It is impossible to meet academic goals through the teachers, alone. Over the years, Green Woods has worked hard to build a cohesive learning community. The parents and teachers of our school share the same vision of what school should be and what students should know and be able to do. This took time, and we are always open to finding better ways to strengthen our entire learning community: both academically and socially. All Green Woods stakeholders realize that without taking the necessary time to build and enhance this culture of learning, there is little chance that our students will be integrated into the powerful flow that will help them become outstanding students and citizens.

Through Green Woods unique EIC curriculum framework, students apply higher-level thinking and creative problem solving when they explore the interface between the natural and social systems that comprise their community. They develop a comprehensive understanding of the complexity of real-world concerns as they investigate how their natural surroundings interact with the diverse cultural, economic, and political systems. In addition, students apply their knowledge and skills, from a variety of subject areas, to studying the systems that define their community.

Integrated-interdisciplinary instruction challenges all students by focusing on developing an understanding of the local community studying the relevant social and natural systems, structures, functions and relationships. Students who learn within the framework of the EIC Model recognize connections that they were previously unaware of and see how what they are learning fits together to explain the world around them. In addition to providing students with their specialized disciplinary knowledge and skills, EIC Model teaching teams provide students with a means by which they can gain a holistic understanding of the natural and social systems that constitute their community.

As previously stated, the foundation for Green Woods EIC Curriculum is the Pennsylvania Academic Standards. Within the framework of state standards, teachers at Green Woods have the freedom and flexibility to create unit and lesson plans specific to students' interests, academic successes, and learning needs. Our current growth has opened the doors for an abundance of opportunities that only strengthen our already prosperous education program. Such curriculum advances are achieved through partnerships with the Montgomery County Community College, John Heinz Wildlife Refuge at Tinicum, New Jersey Audubon Society, Crystal Cave, Project PEACE, The Friends of the Wissahickon Historic Society, Philadelphia Water Department, and more!

*The mission of Green Woods Charter School is to provide children in grades K through 8 with the opportunity to be active, knowledgeable and conscientious young investigators by fostering a keen understanding of the interrelatedness and interdependence of our local and global existence.*

### **An Example of Collaboration and Integration**

Civics education is a cornerstone in shaping students into responsible citizens of their schools, neighborhoods, cities, states, nations and the earth. 2011-2012 school year collaborated with the Montgomery County Community College (MCCC) to build upon the civics component of the EIC model. Since fifty-percent of the Environment and Ecology Standards tie directly to Social Studies, the integration of a Civics and Government piece was highly achievable. Civic education and the study of the environment can be integrated at the curricula level because of their fundamental basis of making choices for the greater good. The goal of the partnership was to further develop the curricular framework to include an overarching civic education "Big Idea" or "Understanding Goal" for each grade level. This was incorporated into the EIC Curriculum that is already in practice. The collaboration between MCCC and Green Woods was a success due to the creativity and forward thinking of the teachers and staff of Green Woods Charter School and their willingness to give their students the edge they need to be stewards of the environment and their world.

### **Curriculum Components**

Our use of the natural environment and hands-on learning compliment the sound instruction in the core academic areas facilitating learning characterized by high levels of student engagement and student achievement. GWCS' Using the Environment as an Integrating Context Curriculum (EIC) provides the framework and the basis for unit plan development at GWCS. Through the EIC model, PA Academic standards drive the selection of textbooks, literature, unit development and assessment.

While any great school makes good use of assessments and data, what Green Woods has done, that aligns well with educational research and best practices, is to backwards map our entire program from the PA Academic Standards. The teachers pay as much attention

to what and how we want to teach as they do on what and how we want our students to learn. Green Woods is fortunate to have access to a plethora of resources and programs to be utilized at the discretion of the education team. Such programs include, but are not limited to: Everyday Math (EDM), Houghton Mifflin for Reading, Wilson Foundations, Zaner-Bloser, History Alive!, Lucy Calkins Writing, Step-Up-To-Writing, Language Arts Scope and Sequence, and more.

Implementing the EIC Model, educators help students develop their understanding of the interactions among natural and social systems and their community's cultural characteristics. Studying the natural systems in their region involves exploring natural habitats, ecosystems, or the area defined by the local watershed. Through investigation of local systems students also study agriculture, industrial, political, legal, and cultural structures.

Both the lowerschool and middle school teachers integrate the Language Arts Scope and Sequence into the balanced literacy wheel. Sufficient training was provided in order to ensure teachers were delivering the components of the balanced literacy wheel in a manner that supported a cohesive learning opportunity for all students. Both primary and secondary sources are integrated into the daily Language Arts blocks. Guided reading is the bulk of the language arts block, which also allows time for students to engage in reader's workshop or centers-based instruction. Guided reading, in both upper and lower school, allows for a continuous integration of both science and social studies into the students' everyday learning opportunities.

Wilson's Foundations was introduced to the kindergarten learning community. The program focuses on phonological and phonemic awareness, phonics, and spelling in the general education classroom. Through the assistance of a Reading Coach, the kindergarten teacher was also able to integrate Foundations into the Lucy Calkins writing program. Students practiced implementing new and improved site words and sharing their writing successes with their peers. The data speaks for itself. Under the guidance of the Foundations program, all 2012 kindergarten students were reading at or above grade level. The preparation, program, and time allotment for such a program is without doubt intense. However, the students are thoroughly prepared and feel successful as they enter first grade.

Everyday Math carries the math program at Green Woods from Kindergarten through sixth grade. 7<sup>th</sup> and 8<sup>th</sup> grade students receive instruction through the use of the Holt Mathematics program. In addition to Everyday Math and Holt, students had access to the interactive First In Math online program. Students competed against themselves in order to gauge self-improvement and earn individualized points. First In Math also served as

data for all stakeholders: parents, teachers, students, and administrators. In just the first year of implementation, Green Woods Charter School ranked within the top 100 schools across the vast nation. According to Kate Langdon, the third grade teacher, "First In Math provided a fun, hands-on opportunity for students to self-motivate while strengthening their basic math skills. Students were able to be challenged at the level individually appropriate without ever feeling inferior to those around them."

Inspired by a trip to New England, the 7<sup>th</sup> and 8<sup>th</sup> grade Language Arts and Social Studies teacher and the 6<sup>th</sup>-8<sup>th</sup> grade science teacher thought it would be a great time to educate the 7<sup>th</sup> grade students on the history of the American whaling industry from a cultural and scientific perspective. Through consistent communication and collaboration a beautifully informative unit was created that allowed the students to carry the learning in a cross-curricular fashion. Students read a book on the life of a whaler, charted migration patterns of whales, investigated the biological composition of whales, and wrote from the perspective of a colonial whaler. According to Kathleen Geist, the 6<sup>th</sup>-8<sup>th</sup> grade science teacher:

"7th Grade begins the year by learning about something big: whales. This is our springboard into the units for the rest of the year: even the largest whale is made of tiny cells; cells of multicellular organisms are specialized; whales pass on their traits through heredity, genetics and DNA; whales belong to the animal kingdom; the less familiar kingdoms contain fascinating organisms; diseases and parasites can and do attack whales; whales became whales through an extremely interesting process of evolution; the ecosystem of most whale species is the ocean; we can compare whale anatomy to our own."

This year, the third grade learning community capitalized on the school's mission to explore the local community. Through the support of the Friends of the Wissahickon and the Friends of the Manayunk Canal, the students learned of the history and importance of their local communities throughout history. Students' eyes lit up as they learned of the nature and history of the streets they called home along with the importance associated with the people their streets were named after. Throughout the two month long study, students grew to formulate a stronger understanding of the interrelatedness of past and present and the importance of maintaining historic buildings, stories, and places.

The fourth grade students, under the guidance of Mr. Hoffman, embarked on a journey to educate the community on the need to protect the distribution of palm oil in order to save the floundering population of orangutans. In collaboration with the Philadelphia Zoo, the

fourth grade students at Green Woods competed against over one-hundred school to research, create a product, and promote the importance of orangutans in their natural environments. Utilizing the Inquiry-Approach to education, the students created a problem, researched the problem, created a product that would support the cause, collaborated with the Parent-Teacher Association to sell the product, and presented their projects to the Philadelphia Zoo council. The fourth grade students had much to be proud of and earned third place overall! Along with their collaborative, team effort, their dedication to the cause not only spread an important message to the local community, but their message was also heard all the way across the nation in California.

### **Professional Development to Support Learning**

The above mentioned curricular components are only one piece to the every growing and adapting puzzle known as Green Woods Charter School. In order to build a strong, cohesive, and consistently success program, sufficient training and support must be given to the teachers.

In order for this level of commitment to education, purposeful professional development is imperative. The Green Woods administration recognizes the need to develop a philosophy of good theory and student success; therefore, provides ongoing opportunities for professional development in behavior management, effective and best teaching strategies, Project Wild, Everyday Math, PVAAS, data analysis to drive decisions making, Special Education and the law, First In Math ,co-teaching, motivating unmotivated children, and effective team building and collaboration. Since the EIC framework is the foundation of our unique curriculum, ample time has been dedicated prior to the start of the school year, throughout the school year, and at the conclusion of the school year to revisit and re-invigorate the entire EIC program with the assistance of EIC experts from both the Department of Education and the National EIC Headquarters.

Professional development is not isolated to a certain number of days per year. Teachers at Green Woods utilize the teacher-mentor technique; therefore, are allotted time to observe and gain feedback from peers. Technology is a big push at Green Woods, and enhances the way in which our students learn. In order to support an emphasis on technology, ongoing training on Smart Board technology, Easi-Touch software, Google Docs, and interactive online programs was necessary. Teachers also gain assistance and learn from co-planning and co-teaching with the technology coach.

### **2011-2012 PSSA Data**

The students, teachers, parents, and administrators have much to be proud of again for the 2011-2012 school year. Holding up the trend from previous years, Green Woods made AYP for another consecutive year.

### **3<sup>rd</sup> Grade Scores**

Math- 96% Proficient/Advanced

Reading- 88% Proficient/Advanced

### **4<sup>th</sup> Grade Scores**

Math- 96% Proficient/Advanced

Reading- 80% Proficient/Advanced

Science- 96% Proficient/Advanced

### **5<sup>th</sup> Grade Scores**

Math-68% Proficient/Advanced

Reading- 81% Proficient/Advanced

Writing-81 % Proficient/Advanced

### **6<sup>th</sup> Grade Scores**

Math-84 % Proficient/Advanced

Reading- 84% Proficient/Advanced

### **7<sup>th</sup> Grade Scores**

Math-87% Proficient/Advanced

Reading- 100% Proficient/Advanced

### **8<sup>th</sup> Grade Scores**

Math-85 % Proficient/Advanced

Reading-85% Proficient/Advanced

Science-76% Proficient/Advanced

Writing-80% Proficient/Advanced

### **Strengths and Challenges**

Strengths: See Academic Standards Section

### **HOW WE ADDRESSED OUR 2011-2012 CHALLENGES AND IDENTIFIED STUDENT AND STAFF NEEDS**

#### **Identified Needs and Challenges**

The overall goal of a needs assessment is to meet the specific needs and accommodate all stakeholders to the best of the administrations' abilities. In order to best meet the needs of all faculty members, the administration asked the staff to complete a needs assessment which identified specific wants and needs of the faculty and staff. The majority of the needs were curriculum based. With high emphasis on the findings of the assessment, a plan was devised to successfully meet these challenges.

#### **Missing Phonics Component**

Through data- analysis over the last two consecutive school years and formal and informal observations in the kindergarten through third grade learning communities, it was apparent that students were entering 2nd and 3rd grade with limited phonemic awareness. Prior to the implementation of the program, no kindergarten, first, or second grade teachers followed a cohesive phonics curriculum. The Literacy Coach spent the summer of 2011 exploring research-based phonics and spelling programs. Wilson Foundations was implemented into the kindergarten curriculum for the 2011-2012 school year.

Foundations provided multi-sensory instructional strategies that allowed students to “tap out” and visualize the letters and sounds as they are put together. Students were then able to translate the visual and auditory practice of letter sounds to a paper and pencil presentation of knowledge and understanding. Foundations provided students an opportunity to work in both whole class and a small group setting.

Although Foundations needed to be slightly adjusted to integrate seamlessly into the already constructed EIC curriculum, the program provided and scripted and tiered delivery of instruction that built a strong foundation for the progression of phonemic awareness across the grade levels. By the end of the 2012 school year, all kindergarten students were reading at or above grade level. As the students enter first grade, the teacher is able to communicate with the kindergarten teacher and “piggy-back” off of the students’ successes.

### **Lucy Calkins Writing Program**

Lucy Calkins, a research-based, program, modeled through a Writer’s Workshop approach to understanding was brought into the K-2 learning communities for the 2011-2012 school year. Again, the needs assessment showed that the Kindergarten, first, and second grade teachers felt the current writing program at Green Woods was lacking depth and a strong foundation for lower elementary students, and were in need of a stronger program that offered insight, structure, and real-life connection. In the past, the teachers implemented Step-Up-To-Writing, but felt the students were struggling to build a personal connection to their pieces of writing through the Step-Up-To-Writing program. Lucy Calkins was a perfect fit for our inclusive model classrooms based on the theory of integration. Through books and personal explanations, students and teachers followed the Writer’s Workshop framework and connected their writings to the various components of their own lives: both in and outside of the classroom.

The teachers, in collaboration with the Literacy Coach, modified the pace of the program to meet the EIC structure and flow. As one can assume, teaching writing can be subjective in nature, and the scripted component gave teachers the confidence they were lacking for both the material they were presenting and the manner in which it was presented. At the conclusion of the 2012 school year, the teachers and students were excited about the growth and gains they made in their writing abilities.

### **Updates Mathematics Program**

The 2011-2012 needs assessment brought attention to the need for a stronger integration of the core standards into the Everyday Mathematics Program (EDM).

As one teacher said, "It's time to catch up with reality." The 2012-2013 school year will launch the implementation of the 2012 Everyday Math program in grades Kindergarten, First, Second, and Third. Such an addition to the academic realm brings much excitement and anticipation for the K-3 teaching staff. The newest version of EDM provides interactive, online assessments and activities, the implementation of core standards, and differentiated assessments.

In August of 2012, a representative from Everyday Math will present to the K-3 teachers. At the conclusion of the 2012 school year, the Dean of Faculty and Students recognized a need for stronger, more differentiated, and cohesive assessments. Teachers graded assessment with varying degrees of difficulty and expectations. As the school moves towards more data-driven decisions, a program that automatically delivers structured and consistent assessments is imperative.

### **Integration Of Technology Into The Classroom**

The needs assessment provided insight into how technology was viewed within the Green Woods faculty and staff. In an effort to view technology as an everyday component, rather than a stand alone tool, the schedule of the technology teacher was adjusted to provide more guidance, co-teaching, co-planning, and technological support. As technological advances continue to prosper in the real world, the staff understood the importance of keeping up with the latest technologically advanced instructional strategies.

Beginning in September of 2011, the entire Green Woods faculty and staff participated in a professional development on Smart Boards. From there, the technology teacher reviewed the "ins and outs" of Powerschool. As teachers become more comfortable with the program, and visibly see the benefits, they will be more willing and eager to use it. Throughout the entire 2011-2012 school year, the technology teacher co-planned once or twice a week with the general and special education teachers. Together, they planned how the technology teacher could integrate current topics of study into technology class, how she could push in and co-teach with the general education teacher, and provide assistance on how to use various technology tools.

Through a push of technology and on going support the teachers were able to support the learning process in a more engaged and relevant manner. For example, the fourth grade students Skyped with a fourth grade class in Costa Rica to learn about the similarities and differences in both school and personal culture. The seventh grade students, who studied whales, were able to electronically track the migration patterns of the specific whales they were researching. Technology supports a Multi-Sensory learning community that aims at meeting the needs of all students.

## **SECTION II. STRATEGIC IMPROVEMENT PLANNING**

# Strategic Planning Process

## SECTION II. STRATEGIC IMPROVEMENT PLANNING

### Strategic Planning Process

Green Woods Charter School is on the cusp of an expansive growth opportunity. After waiting many years for the opportunity to serve additional students, we are finally and effectively planning AND carrying out our future.

The BIG news in our strategic planning process this year has been the leasing and renovating of two sites in which we have expanded our enrollment, as well as the purchase of a new site on which we will build our 60,000 square foot school and outdoor learning lab. To support this effort, the Green Woods Charter School Board of Trustees appointed a Relocation Committee that has been working tirelessly over the past 10 months with our CEO and consultants. Our decisions have been made with the future in mind to ensure the long-term sustainability of Green Woods Charter School. We have had a very successful year strategically planning and growing our future.

With this in mind, our Strategic Planning Committee will now take the lead in continuing to support this growth effort. Working in collaboration with our Fund Development Committee and full board, we are laying the foundation for a comprehensive Fund Development Plan and recruited new board members with the knowledge and skills to carry out this plan.

Our strategy for growing both our physical school plant as well as our rigorous and innovative academic program is in full swing! At the school-level, as always, our entire staff is engaged in outlining priorities and goals for our future. During the 2012-2013 school year, our academic program is being delivered with the future in mind. We hired an additional 10 teachers and 6 teacher aides. Members of our staff that have worked hard to get us to this juncture are now in leadership roles and will mentor and support new staff ensuring a continuity of purpose and an unwavering focus on our mission.

The Green Woods strategic plan is an ongoing and evolving process involving the full Board of Trustees, administration, teachers and parents, and a diversity of consultants and experts.

We are grateful for the SRC's decision to renew our charter for another five years and look forward to the opportunity to serve additional students.

### Strategic Planning Committee

<b>Name</b>	<b>Affiliation</b>	<b>Membership Category</b>	<b>Appointed By</b>
Copeland, Doug	Board of Trustees	Board Member	Jeffrey Hammond, President, Board of Trustees
Geist, Kathleen	Green Woods Charter School	Middle School Teacher	Middle School Team

Hammond, Jeffrey	Board of Trustees	Board Member	Jeffrey Hammond, Board of Trustees
Kidd, Mandi	Green Woods Charter School	Other	Jean M. Wallace, CEO
Knowles, Gina	Special Education Coordinator	Administrator	Jean M. Wallace, CEO
Masterson, Steven	Dean of Faculty and Students	Administrator	Jean M. Wallace, CEO
Meketon, Rick	Green Woods Charter School	Parent	Board of Trustees
Santilli, Gerald	Santilli and Thomson	Business Representative	Board of Trustees
Skladaitis, Kristina	K-4 Science Teacher	Elementary School Teacher	Jean M. Wallace, CEO
Starke, Nicole	Green Woods Charter School	Ed Specialist - Instructional Technology	Jean M. Wallace, CEO
Vitello, Juli	Green Woods Charter School	Middle School Teacher	Middle School Team
Wallace, Jean M.	Green Woods Charter School	Administrator	Board of Trustees

## Goals, Strategies and Activities

### **Goal: Edit and Revise EIC Curriculum**

**Description:** Green Woods will continue to edit and revise its EIC curriculum by: Continued curriculum revisions by the new Curriculum & Instruction Coordinator, all grade teachers, K-2 Science teacher, 3-5 science teacher, 6-8 teacher.

**Strategy: EIC Curriculum Maps will be revised and edited during the year**

**Description:** Curriculum maps will be revised and edited using the Standards Aligned System as a tool and based on the recent adoption of Common Core Standards in Mathematics and ELA by the State Board of Education. The GWCS's K-2, 3-5, and 6-8 Science teachers will update, revise, or rewrite our EIC curriculum maps according to the new Environment and Ecology standards (continued and ongoing).

**Activity: All Staff will work to revise all curricular material**

**Description:** The curriculum and instruction coordinator will continue to collaborate with all teaching staff members to ensure the curriculum and the scope and sequence is being followed. Updates and revisions will be conducted on an ongoing basis. Furthermore, the K-2, 3-5, and 6-8 science teachers will continue to update the EIC curriculum.

Person Responsible	Timeline for Implementation	Resources
Masterson, Steven	Start: 8/29/2011 Finish: 6/19/2013	-

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
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6.00	3	15
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Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
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Department of Education, Office of Environment and Ecology	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved
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Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Staff will be introduced to the SAS System and how SAS can be utilized to enhance our EIC Curriculum development.	Much research has been conducted as to what makes a great school. There are many intangible components. However, research supports the notion that great schools and school systems tend to have six common elements: Clear Standards, Fair Assessments, Curriculum Framework, Instruction Aligned with Standards, Materials and Resources, and Interventions. We will become familiar with how the SAS System as a whole and, the Environment and Ecology SAS System in particular can be best utilized to support our award-winning curriculum. Interventions.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> <li>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.</li> <li>Empowers educators to work effectively with <u>parents and community partners</u>.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education,</li> </ul>
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*For school and district administrators, and other educators seeking leadership roles:*

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education,

teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.

- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

**Educator Groups Which Will Participate in this Activity**

<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> </ul>	<ul style="list-style-type: none"> <li>• Early childhood (preK-grade 3)</li> <li>• Middle (grades 6-8)</li> <li>• Elementary (grades 2-5)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading, Writing, Speaking &amp; Listening</li> <li>• Science and Technology</li> <li>• Civics and Government</li> <li>• Environment and Ecology</li> <li>• Mathematics</li> <li>• History</li> <li>• Geography</li> </ul>

**Follow-up Activities      Evaluation Methods**

<ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>• Creating lessons to meet varied student learning styles</li> <li>• Peer-to-peer lesson discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>• Student PSSA data</li> <li>• Classroom student assessment data</li> <li>• Review of participant lesson plans</li> </ul>
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**Status:** Not Started — Overdue

## **Goal: Ensure Ongoing Content Integration at the Middle School Level**

**Description:** To support curriculum integration, team-teaching time will be incorporated into the middle school schedule allowing for direct observation of content goals.

### **Strategy: Incorporate co-planning and co-teaching times in the schedule**

**Description:** The 2012-2013 master schedule incorporates co-planning and co-teaching times in all grades including specialist and special education teachers. For the first time, K-2 grades will have two common prep periods per week to co-plan and conduct CSAP meetings. All grade teachers will co-plan with their Environmental Science teacher throughout the school year as provided by the master schedule. Our technology coach will co-plan and co-teach with the K-4 team to integrate technology across all curricular areas. 6-8 Science labs will be co-planned for and co-taught. All 5-8 lead teachers will co-plan and co-teach with the technology coach.

### **Activity: Hold middle school team meetings to ensure content integration**

**Description:** Middle School teams will meet to discuss opportunities for content integration during the August 2012 professional development sessions and co-planning times throughout the school year.

#### **Person Responsible Timeline for Implementation Resources**

Geist, Kathleen	Start: 8/20/2012	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

## **Goal: Improve Communication Between Regular Ed and Special Education Teams**

**Description:** An AdHoc Committee will be created and chaired by the Special Education Coordinator. Members will include the Dean of Faculty and Students, both Special Education Teachers, the School Counselor, and representatives from K-4, 5-8 and Instructional Support Team.

### **Strategy: Ad-Hoc Committee Will Survey Teachers and Parents**

**Description:** The Ad-Hoc Special Education Committee will develop a teacher and parent survey



### **Person Responsible Timeline for Implementation Resources**

None Selected      Start: 8/20/2012      -  
Finish: Ongoing

**Status:** Complete

#### **Date      Comment**

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7/9/2009 The Induction Plan will continue to be revised and edited to meet needs of incoming new staff

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7/9/2009 The 2008-2009 Induction Plan was extremely successful. It will be revised and implemented based on identified needs of new, incoming staff.

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### **Strategy: The Curriculum and Instruction Coordinator will serve as the Induction program coordinator**

**Description:** Induction will be conducted for our 10 new teachers. Grade chairs will serve as mentors. The C & I coordinator will run the school's induction program.

### **Activity: Induction Program will be carried out throughout the year**

**Description:** The curriculum and instruction coordinator will run the Induction program for the 2012-2013 school year. Grade chairpersons will act as mentors to new teachers.

### **Person Responsible Timeline for Implementation Resources**

None Selected      Start: 8/20/2012      -  
Finish: Ongoing

**Status:** Complete

#### **Date      Comment**

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7/9/2009 During the 2008-2009 school year, a one-on-one mentor was assigned to each new staff member. Monthly meetings were held and specific goals and topics were assigned for each month. (See Induction Plan) Both mentors and their assigned staff members provided a written assessment of the strengths of the program and provided suggestions for how to revise the Induction Plan so that it better meets our needs.

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### **Goal: Monitor and Support Data-Driven Instruction.**

**Description:** Standardized test scores and local test data will be reviewed and analyzed for all students/grades. Action plans will be created based on the findings.

## **Strategy: Review PSSAs - Identify individual and grade-level strengths and weaknesses in strands**

**Description:** As always, Green Woods teachers will review standardized tests of current and incoming students to identify strengths and weaknesses. Strategies for addressing both will be coordinated by appropriate personnel based on needs. (ex: SpEd Coordinator, Special Education teachers, K-4 Environmental Science Teacher, 5-8 Science Teacher, Curriculum and Instruction Coordinator, Dean of Faculty and Students, and CEO, etc.)

### **Activity: Monitor Student Progress**

**Description:** PSSA scores and the K-4 monitoring tool will be analyzed and data disseminated. Actions plans will be created based on the areas we have identified that require improvement.

#### **Person Responsible Timeline for Implementation Resources**

Masterson, Steven	Start: 8/20/2012	-
	Finish: Ongoing	

**Status:** Complete

#### **Date Comment**

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7/9/2009 Response to intervention was extremely successful during the 2008-2009 school year. We will build upon this success through the development of an AhHoc committee for Special Education. This Committee will be directed by the Special Education Coordinator and made up of regular education and special education teachers.

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7/9/2009 During the 2008-2009 school year, our RTI program was very successful at meeting the needs of our struggling students. This was evident in the number of IEP students who scored proficient in the PSSA. The RTI program will be revised and implemented based on the results of our standardized tests and the identified needs of our students.

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## **Goal: Provide Meaningful Professional Development Opportunities**

**Description:** Staff is surveyed to solicit and identify both individual and group level wants and needs as they pertain to professional development. Our Literacy Curriculum Specialist will monitor and address specific needs relating to the implementation of our program. (Ongoing)

### **Strategy: Survey of Staff**

**Description:** K-8 teachers and specials teachers will meet with GWCS Dean of Faculty and Students to identify individual professional goals and outline strategies (professional development, peer observations, etc.) for meeting identified goals. Based on individual needs,

group needs may be identified and whole-staff professional development may be offered. (See Teacher Evaluation Section for forms.)

**Activity: Facilitate PD opportunities for all staff with specific focus on our EIC curriculum**

**Description:** Professional development will be provided for staff highlighting our EIC curriculum.

**Person Responsible Timeline for Implementation Resources**

Masterson, Steven	Start: 9/10/2012	-
	Finish: Ongoing	

**Status:** Complete

Date	Comment
7/9/2009	CEO designed and distributed a survey to all staff asking each to identify specific areas of need regarding targeted professional development and coaching. Math and Literacy Coaches were from January to May on an "as-needed basis" and brought in to support specific requests.

**Statement of Quality Assurance**

Charter school has met AYP.

**Statement of Quality Assurance - Attachments**

- 2012 PSSA Raw Scores
- AYP Data 2010-2011

**SECTION III. QUALITY OF SCHOOL DESIGN**

**Rigorous Instructional Program**

Green Woods’s success was earned through a collaborative; team effort, guided by high quality leadership and achieved by outstanding educators. Support, encouragement and funding from the Pennsylvania Department of Education alongwith the unwavering commitment of a core team of exceptional teachers, were the driving forces behind the school’s overall success. Many of these same teachers remain with us today, and shared a common vision: a commitment to our growth and highly recognized science-based curriculum.

A variety of programs are utilized from kindergarten through eighth grade. To an outsider, it may appear that such a variety limits the school’s ability to maintain a consistent and cohesive school-wide program. Yet, that is not the case at Green Woods Charter School. In addition to: Everyday Math for K-6, the Houghton Mifflin Reading program for K-6, Step-Up-To Writing for 3-8, Lucy Calkins K-2, Wilson Foundations for grades K-1, Zaner-Bloser Handwriting 2-4, Lessons in Literacy for K-8, History Alive Social Studies program for K-8, and Holt series for Math for grades 7 & 8; Green Woods’s own, unique EIC (Using the Environment as an Integrating Context) Curriculum is the foundation for all learning. Through our EIC program, students are immersed in

interdisciplinary investigations that both broaden their perspectives and deepen their knowledge. Teachers utilize an inquiry based approach to both planning and executing curriculum. Inquiry based learning through Green Woods' EIC curriculum framework paves the way for higher-level thinking and creative problem solving when students explore the interface between the natural and social systems that comprise their community. Within the framework, students develop a comprehensive understanding of the complexity of real-world concerns as they investigate how their natural surroundings interact with the diverse cultural, economic, and political systems. The PA Academic Standards for Environment and Ecology, which focus on the real world and how it works, serve as the foundation for the EIC Curriculum. Green Woods Charter School teachers spent four years working directly with the PA Department of Education to ensure that our curriculum was meeting Chapter 4 requirements. Each June, the teaching staff revisits the curriculum to monitor and adjust the lessons, units, and resources to stay abreast with the best teaching practices and a ever-changing environment.

The teachers and leaders of Green Woods Charter School recognize the growing needs of the teachers, students, and parents. This past school year, Wilson Foundations and the Lucy Calkins Writing initiative acted as pilot programs in the kindergarten classroom. Through the data and success of the kindergarten students, the data-driven and shared decision was made to implement the programs into the K-1 learning communities. As the student body grows so will the implementation of the programs.

Wilson Foundations supports phonological and phonemic awareness, phonics, and spelling in the general education classroom. Since Green Woods utilizes an inclusive model; a program that is built to support such a philosophy is critical to the staff, upholding the highest ideals of the inclusive model. At the conclusion of the 2012 school year, all kindergarten students were at or above grade level for reading. Foundations also supports the integrative model of the EIC curriculum. Students tap out and focus on site words, phrases, and writing prompts that tie into cross-curricular studies. In essence, the instructional content has been sequenced to maximize student learning and is easily worked into the EIC unit plans.

The Lucy Calkins writing program has brought new awareness to the teaching staff regarding both the art and challenges of teaching a strong writing curriculum. The Lucy Calkins program ties seamlessly into the Green Woods philosophy by using the students' personal lives and abilities as a starting point in writing. Similar to the beliefs of Green Woods, the program encourages students to start where he or she feels comfortable as a writer and challenge themselves to go further in their abilities. For example, students begin as pictorial writers, work their way to being emergent writers, and end as fluent writers in the third grade. Again, the scaffolding effect of the program is relevant to the EDM program design, Foundations, and the EIC framework. When a common design is in place, teachers are more competent at integration.

Using the environment as the focal point allows Green Woods students to become immersed in experiential investigations providing them with ample opportunities to apply systems thinking to what they are learning. The EIC model also supports interdisciplinary instruction in order to meet the individual needs of the students and the PA Academic Standards. Through the EIC model, teachers meet the mandates of the Pennsylvania Department of Education by addressing the academic standards in Science and Technology, Mathematics, Environment and Ecology, Language Arts, Technology, and Art.

Within the EIC framework, teachers create a learning environment that promotes interdisciplinary, collaborative, student-centered, hands-on, and engaged learning. The EIC Framework mimics a scaffolding approach; prior knowledge from previous grades assists students in reaching their fullest potential. For example, Kindergarten introduces

the pond, forest, streams, fields, and local agriculture based on the specific seasons of the year. Each additional grade capitalizes on the early foundation delivered to the students in kindergarten. As the grade levels increase and the curricula become more challenging, the themes of the classrooms correlate to the vigor and expectations of the curriculum. Those new to Green Woods quickly build their knowledge and understanding of previously taught environmental themes through an abundance of current periodicals, nonfiction texts, and student centered exploration of the local environment.

Everyday Math (EDM) mimics that of a spiral effect. Similar to the format of the EIC model, EDM builds upon prior knowledge, allowing students to continuously revisit various skills throughout the entire school year. The EDM program educates teachers and parents on skills that are seen as basic, developing, and secure; therefore, teachers gain the ability to differentiate instruction according to the needs of the students. For example, a beginning skill will be revisited during another chapter or lesson; so, the student does not have to feel frustrated or defeated by a more challenging skill. Manipulatives are also utilized on a daily basis and tie into the EDM framework. The implementation of manipulatives allows students the opportunity to be hands-on, exploratory learners.

Although the foundation of our EIC curriculum is the PA Academic Standards for Environment and Ecology, teaching and learning is not transfixed on the environment, alone. Rather, the emphasis is on using the school's local surroundings and community, keeping in mind the PA Academic Standards across the curriculum, as a work space that allows students to construct their own learning, guided by teachers, using proven educational practices.

Since fifty percent of the environment and ecology standards directly relate to Social Studies Standards, integrating concepts relating to economics, civics and government, and geography through the EIC approach allows for a relatively seamless connection between science and social studies. Throughout the school year, concepts relating to history, social studies, language arts, science, and sustainable projects are incorporated into all areas of study. Language Arts skills, through the assistance of a standards-based scope and sequence, are reinforced throughout as our students read and write across all disciplines. In our middle school Language Arts class our students read novels and write research papers based on topics covered in Science and Social Studies.

Our use of the natural environment and hands-on learning compliment the sound instruction in the core academic areas facilitating learning characterized by high levels of student engagement and student achievement. GWCS' Using the Environment as an Integrating Context Curriculum (EIC) provides the framework and the basis for unit plan development, text book and literature selection, and assessment. In fact, EIC permeates all aspects of our day-to-day classroom and outdoor learning.

**FOR ADDITIONAL INFORMATION PERTAINING TO OUR PROGRAM - PLEASE REFER TO THE ACADEMIC STANDARDS SECTION OF THIS REPORT.**

FOR ADDITIONAL INFORMATION PERTAINING TO EXTRA SUPPORT PROVIDED TO STRUGGLING STUDENTS, PLEASE SEE THE "STRENGTHS AND CHALLENGES" SECTION OF THIS REPORT.

## **Rigorous Instructional Program - Attachments**

- Professional Education Plan Approval Letter 2010
- induction letter.pdf
- Grade 1 EIC curriculum map
- Grade 2 EIC curriculum map
- Grade 3 EIC curriculum map
- Grade 4 EIC curriculum map
- Grade 5 EIC curriculum map
- Grade 6 EIC curriculum map
- Grade 7 EIC curriculum map
- Grade 8 EIC curriculum map
- K - EIC curriculum map

## **English Language Learners**

The first goal of the GWCS English Language Learner Program is to increase the proficiency of limited English proficient students and to provide them with the skills to meet state and national standards of English proficiency. The second goal of the program is to increase the students' language proficiency to enable them to completely and successfully participate in all age and grade level appropriate classes. The objectives of the ELL instructional program are the development of English proficient skills in listening, speaking, and writing in a caring setting that will provide an understanding to the newness of the culture.

Student participation in the ELL program is based on the needs of individual students. The results of the Home Language Survey and assessments in listening, speaking, reading and writing will determine the needs of the student. Every student who registers in the GWCS will complete or will be assisted in completing the Home Language Survey. When the Home Language Survey indicates that English is not the first language spoken in the home, the student will be given the W-APT . W-APT stands for the WIDA-ACCESS Placement Test. It is an English Language proficiency screener test given to students who may be designated as English language learners. It assists educators with programmatic placement decisions such as identification, placement, and determining appropriate levels and amounts of instructional services. The W-APT also assists in accurately assigning students identified as ELLs to one of the 3 tiers for ACCESS for ELLs.

## **English Language Learners - Attachments**

- GWCS ELL Policy
- GWCS Home Language Survey
- LEP Report 2011-12

## **Graduation Requirements**

Green Woods Charter School is a K-8 school. This section does not apply to us.

## Special Education

During the 2011-2012 school year, Green Woods Charter School served 34 students with special needs (15% of our student body). Over the course of the year, three of these students were discharged from services, as they no longer required specially designed instruction and related services. Seven students were evaluated this year and six students were identified as eligible to receive services. The disability groups served include students with learning disabilities, emotional disturbance, autism, other health impairments, and speech and language disabilities. Specially designed instruction is provided by the certified special education teachers, and/or instructional assistants under the supervision of the special education teachers in collaboration with classroom teachers.

The special education teacher supports students' participation in the general education curriculum and classes through a combination of "push in" and "pull out" services focusing on specific academic and/or organizational skill development. Pull out services include direct reading instruction using programs such as Wilson Reading Program, Wilson Just Words, Foundations, Lindamood-Bell Seeing Stars Program, SRA Corrective Reading, Earrobits, and SRA Reading Laboratory Developmental Programs. In addition paraprofessionals, under the direction of the special education teachers support students with special needs. Paraprofessional responsibilities may include small group or individualized instruction, organization/study skills support, progress monitoring support, and facilitation of prescribed sensory exercise programs.

To further support the students' success in the general curriculum, weekly planning times have been designated to facilitate communication and collaboration between the special education teachers, the regular education teachers, and paraprofessionals to support the achievement of the goals set in the students IEP's. Green Woods' professional development plan includes the provision of training to our staff on topics related to special education laws and regulations and best practices.

In addition to the specially designed instruction, GWCS provides the related services as required by the students' IEP's. We have a full time school counselor on staff to provide services to individual students and small groups of students. We currently contract the services of a speech therapist, an occupational therapist, and a certified school psychologist. The school psychologist performs initial evaluations to identify students eligible for special education services, as well as re-evaluations.

Currently all of our students with special needs participate in PSSA and school wide testing and receive the accommodations identified in their IEP's.

### Special Education Support Staff:

- Special Education Coordinator: M.Ed. and certified in Sp.Ed.K-12 Elem.Ed.K-6, Special Education Supervision, and Principal K-12 - oversees the provision of supports and services to students and oversees the overall program to ensure compliance with state and federal regulations
- Special Education Teachers: push in and pull out services to student in the Upper and Lower school
- Instructional Assistants in Grades K through 8: under the guidance of the special education teachers, support IEP goals and progress monitoring
- School Counselor: provides services to individual students and small groups
- Related services including speech therapy and occupational therapy, are provided by Pediatric Therapeutic Services and ed-psych testing through Catapult Learning.

## Special Education - Attachment

- Special Education Policies

### Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Anne Marie McNichol	1.0	Special Ed. Inclusion Teacher	Green Woods Charter School	10	inclusion support 3rd-5th, 8th grade; reading, math, language arts small group support, direct instruction
Gina Knowles	.25	ES inclusion support	Green Woods Charter School	9	Inclusion support and behavior support
Sandy Hayes	.85	LS instructional support	Green Woods Charter School	10	6th and 7th grade inclusion support; reading, math and language arts small group;
Ruth Taylor	.85	LS instructional support	Green Woods Charter School	12	3rd, 4th, 5th and 8th grade inclusion support; reading, math and language arts small group support; DIBELS and word work
Christy Coughlin	.50	LS instructional support	Green Woods Charter School	5	Kindergarten and specials support; 1st and 2nd grade pull out small group reading and math support; DIBELS and word work
Diane Wachs	.40	Speech and Language Support	Green Woods Charter School	13	Speech Therapist
Michaëlle Khatchadorian	.10	OT	Green Woods Charter School	11	Classroom Consultation, sensory diets, direct service to 2 students
Martha Millison	.75	Counseling	Green Woods Charter School	13	Social skills groups, anger management, anxiety
Lisa Wallace Larkin	1.0	Special Ed. Inclusion Teacher : 5th - 8th	Green Woods Charter School	15	inclusion support 6th and 7th grade, reading, math, language arts small group support, direct instruction

### Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
N/A	0	N/A	N/A	0	N/A

### Special Education Program Profile - Chart III

Title	Location	FTE
Special Education Coordinator/Teacher	Green Woods Charter School	.25
Lower School Special Ed. Teacher	Green Woods	1.0
K-2 Instructional Assistant	Green Woods	.50
Upper School Instructional Assistant	Green Woods	.85
Lower School Instructional Assistant	Green Woods	.85
Upper School Special Ed. Teacher	Green Woods	1.0
School Counselor	Green Woods	.75

### Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Pediatric Therapeutic Services	Speech and Language Therapist	12 hours
Pediatric Therapeutic Services	Occupational Therapist	3 hours
Catapult Learning Incorporated	School Psychologist	varied pending evals and re-evals

## SECTION IV. ACCOUNTABILITY

### Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
DIBELS	Yes	Yes	Yes	No	No	No
DRA	Yes	Yes	Yes	Yes	Yes	No
Benchmark Assessments	Yes	Yes	Yes	Yes	Yes	Yes
Curriculum-Based Measurements	Yes	Yes	Yes	Yes	Yes	Yes
PSSA	No	No	No	Yes	Yes	Yes
Acuity Predictive Test	No	No	No	No	No	No
PSSA M	No	No	No	No	Yes	Yes
Scholastic Reading Inventory	No	No	No	No	No	Yes

### Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
Benchmark Assessments	Yes	Yes	Yes	No	No	No	No
Mid-Term Exams	Yes	Yes	Yes	No	No	No	No
Curriculum-Based Measurements	Yes	Yes	Yes	No	No	No	No
PSSAs	Yes	Yes	Yes	No	No	No	No
PSSA M	Yes	Yes	Yes	No	No	No	No

## Student Assessment

### Student Assessment

### **Spring 2012 PSSA Results - Grades 3-8 (preliminary/raw data) - Percent of Proficient/Advanced**

	<u>Math</u>	<u>Reading</u>	<u>Science</u>	<u>Writing</u>
<u>Grade 3</u>	<u>96%</u>	<u>88%</u>	<u>na</u>	<u>na</u>
<u>Grade 4</u>	<u>96%</u>	<u>80%</u>	<u>96%</u>	<u>na</u>
<u>Grade 5</u>	<u>68%</u>	<u>81%</u>	<u>na</u>	<u>81%</u>
<u>Grade 6</u>	<u>84%</u>	<u>84%</u>	<u>na</u>	<u>na</u>
<u>Grade 7</u>	<u>87%</u>	<u>100%</u>	<u>na</u>	<u>na</u>
<u>Grade 8</u>	<u>85%</u>	<u>85%</u>	<u>76%</u>	<u>80%</u>

#### Met AYP - 2012

**Overall Math - 126/148 = 85% proficient/advanced**  
**Overall Reading - 126/148 = 85% proficient/advanced**  
**Overall Science - 41/41 = 87% proficient/advanced**  
**Overall Writing - 35/43 = 81% proficient/advanced**

### **PSSA Strengths/Concerns**

Above is the 2012 PSSA proficient and advanced results for Green Woods Charter School. School report cards have not been issued as of this date; therefore, the data above is preliminary.

Green Woods has made AYP every year in its 10 year existence.

#### Strengths

- 1 - The number of students tested is relatively small - 148
- 2 - This smaller number allows teachers to focus specifically on a particular classroom and even individual students who score basic and below basic
- 3 - Overall scores went up from 84% (2011) to 85% (2012) in mathematics
- 4 - Overall scores went up from 79% (2011) to 85% (2012) in reading
- 5 - 4th grade science scores maintained its 96%
- 6 - 8th grade science scores moved two percentage points from 78% (2011) 76% (2012)
- 7 - 7th grade scored 100% proficient/advanced in reading
- 8 - All grades in math and reading scored 80% or higher except 5th grade mathematics
- 9 - Only 6 students scored below basic on the 380 PSSA assessments taken
- 10 - Out of 380 PSSA assessments, 328 of Green Woods students scored proficient or advanced

#### Concerns

- 1 - The small student testing population can significantly impact scores
- 2 - For example, 2012 5th grade math 68%, if two of those students are moved from basic to proficient the 5th grade math score would be 77% (target 78%)
- 3 - Historically, 2-3 Green Woods fourth graders enroll in magnet schools for fifth grade
- 4 - Green Woods always enrolls new students in fifth grade
- 5 - Historically, 5th grade scores have been impacted by the noted attrition above

## Conclusion

For the 2012-2013 school year, extra support will be placed on the incoming fifth grade classroom. As noted, historically the incoming fifth grade class scores trend downwards on standardized testing.

In 2012-2013 all fifth grade math classes will be supported by a full-time, highly qualified instructional support aide to co-plan and co-teach with the middle school math teacher. Team teaching professional development will be delivered during the August professional development sessions, and a co-planning schedule has been created.

Secondly, three students have been identified from last years fifth grade class to receive extra support in math for the 2012-2013 school year. These students were new to Green Woods this past school year. These students will be placed in CSAP (Tier 1) and receive classroom based supports through small group instruction and reduced class size through instructional support aides.

For those Green Woods students who are struggling in Mathematics, Reading, or any other content area, teachers bring the concerns of that child to their bi-weekly CSAP meeting. The CSAP meetings/process is managed by our school counselor and curriculum and instruction coordinator. If found to be in need of specialized instruction, students are given placed in RTI.

Green Woods designs and implements an individualized education program to help meet the needs of the child. For students in need of learning a few simple strategies to enhance independent reading, these students are assigned one-on-one time or scheduled as part of small group instruction with Green Woods Reading Specialist, Special Education Coordinator, or Instructional Support Personnel. Response to Intervention and Progress Monitoring have helped us made significant improvements in the knowledge and skills of our struggling and IEP students.

Green Woods "values" statement reflects our goal to include all students in the general curriculum. "We recognize that all children learn in different ways and at different rates. Students with learning differences will participate in all aspects of the educational experience with appropriate accommodations, creating a positive learning environment for all."

## **Student Assessment - Attachment**

- 2012 PSSA Raw Scores

## **Teacher Evaluation**

One of the primary responsibilities of the Dean of Faculty and Students is to formally and informally evaluate teachers. The current formal evaluation process was one redesigned by leadership and the instructional staff three years ago. This same formal observation process process is used by Green Woods. Secondly, an informal observation form was created by the dean during the 2010-2011 school year. The informal observation sheet is an informal checklist, in carbon copy, that highlights certain instructional, behavioral, and classroom environment areas (see attached). Teachers receive a copy of the informal observation and the other copy is filed in their personnel file kept by the dean.

Besides, formal and informal observations in the classroom, teachers meet with the to dean to review student work/progress before each report card (four times during the school year). After the first semester, teachers met with the dean to highlight personal goals for the second semester, and most importantly the successes, strengths, and areas for improvement in their classroom or program (see attached).

The Dean of Faculty and Students has nine years of classroom experience and two years of administrative experience. The Dean of Faculty and Students holds certification in the areas of Elementary Education K-6 and Principal K-12, both are active and valid licenses in the state of PA.

## **Teacher Evaluation - Attachments**

- Classroom Observation Form
- GWCS Informal Observation form 2010

## **SECTION V. GOVERNANCE REQUIREMENTS**

### **Leadership Changes**

During the 2011-2012 school year, the Board accepted new board members to fill vacant positions. In addition, the Board continued its formal process for evaluating and recruiting prospective board members. As members of the Board cycled off the Board Recruitment Committee interviewed prospective candidates and brought new candidates forward.

Green Woods is expected to operate with a full board for the 2012-2013 school year.

Jean Wallace, the CEO of Green Woods Charter School, remained in place for the 2011-2012 school year. The Board extended the contract of Jean Wallace to remain as the CEO.

The Board of Trustees approved an additional leadership position to support new incoming staff and students for the 2012-2013 school year. The Coordinator of Curriculum and Instruction will work with of Dean of Faculty and Students to ensure a continuity of purpose as we train and mentor new staff in the EIC model. The Dean will continue to provide ongoing support and direct oversight of the academic program. He will remain responsible for teacher evaluations, for supporting the development and implementation of the school-wide positive behavior plan, as well as oversight of student discipline.

We are building a capacity of leadership to ensure our staff is supported and mentored throughout our growth.

### **Board of Trustees**

<u>Name of Trustee</u>	<u>Office (if any)</u>
Rick Meketon	President
Jeffrey Hammond	Vice President
Rob Lopata	Treasurer
Doug Copeland	Secretary

Dawn Prall-George

Bob Previdi

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## **Professional Development (Governance)**

Throughout the school year, the Controller, Legal Counsel, and CEO provide ongoing professional development for the board based on actual topics as they are covered. Each member also received a copy of Brian Carpenter's book titled, "Charter Board University."

The school's CEO, Controller, and Counsel attend all board meetings to answer questions and provide ongoing updates to the Board regarding academic achievement, curriculum and instruction, school finance, and current and new legislation as it pertains to charter schools.

The board was intimately involved in the charter renewal process and attended all required meetings to support that effort.

## **Coordination of the Governance and Management of the School**

During the 2011-2012 school year, the Board continued to work towards defining and establishing an effective, transparent, system of governance and ensuring that Green Woods had written policies and procedures outlining the daily operations of the school. The board was very involved, at all levels, of renewal and with the strategic direction involving the leasing of our two interim sites and the purchase of our new site. Throughout the due-diligence process, the board received weekly updates from the CEO and all consultants.

At present, the board is reviewing and revising the board self-assessment and governance assessment. Additional training and professional development for all current and newly-seated Board as a whole will be scheduled after the summer break.

The Board and CEO have worked together to create the new CEO Evaluation. This process provided an excellent opportunity to clarify roles and define expectations for how the board and administration will work together to identify and carryout plans for our future.

CEO Jean Wallace enjoys an excellent working relationship with Stacy Goodman, the Green Woods contact at the Office of Charter Schools in Philadelphia. Stacy checks in often and always does her best to troubleshoot any concerns, within her scope of authority, in a timely manner.

All Board Meetings for 2012-2013 will be held at 7:30PM in the gymnasium of the K-2 campus located at 119 Rector Street, Philadelphia, PA 19127.

## **Coordination of the Governance and Management of the School - Attachments**

- GWCS Board of Trustees Meeting Schedule 2011-2012
- 2012-2013 Board Meeting Schedule

## **Community and Parent Engagement**

During the 2011-2012 school year, GWCS continued to focus on strengthening its school community and provided many opportunities for parent involvement. Our year of growth provided

an unprecedented opportunity for our entire community to come together to support this effort. Parents were invited to public meetings in the selection of the architect, were involved in designing the goals for the building, interacted with the architectural team and they continue to play a pivotal role as we expand the number of families enrolled in Green Woods. The PTA has truly been an amazing ambassador reaching out to new students and their families through multiple "Meet and Greet" opportunities to meet in informal ways prior to the start of the school year.

The parent community is informed of events in the form of a school bulletin sent home weekly and made available on the school's website. Events and updates are continually posted on our website and the PTA recently designed its own website to be more interactive allowing for direct access from parent to parent.

The school and PTA website, along with the Wednesday Bulletin and "one-call" system, act as a communication network for keeping our families informed. Parents are notified of school events and all relevant information. These activities included, but were not limited to, Board meetings, class field trips, weekly school events, celebrations and workshop trainings by our school counselor, math expert, and special education coordinator.

Green Woods also provides a "public comment" time at all board meetings where the general public can provide feedback or share ideas with the Board. In addition, the CEO's door is always open and she regularly updates the community directly, and personally responds to e-mails from the community.

The PTA continues to work to enhance its knowledge and skills through regularly-scheduled workshops hosted by the National PTA. The PTA took the lead this year investigating a new uniform for students that meshes with our educational goals of sustainability. As a result, Green Woods will now contract with "sustainable kids" to ensure that our uniforms are made in the USA and from products and efforts that support our mission!

In addition, the PTA holds regular meetings at the school to communicate ideas and concerns, and well as provide opportunities for parent involvement in activities such as our Scholastic Book Fairs, Earth Day, Day of Service, and other related activities.

Green Woods is fortunate to have such a caring and committed group of parent volunteers!!

## **SECTION VI. FINANCIAL RESPONSIBILITIES**

### **Major fund-raising activities**

Since joining Green Woods in 2004, CEO Jean Wallace, has generated grants and scholarships totaling more than \$350,000.00 to support Green Woods' curriculum and instruction goals. The highlight of this funding stream came from a \$50,000 grant from PECO-Exelon. This funding allowed us to create an incredible website that now provides a window into the exceptional teaching and learning happening each day at Green Woods. In addition, the partnership between the Department of Education and the Department of Environmental Protection has provided ongoing sources of funding and resources supporting the development and implementation of our EIC curriculum.

Our website has inspired many. Start-up charter schools from Harvard to Overbrook; Georgia to New York; from Bermuda to St. Louis, have accessed our website, and visited Green Woods to gain information regarding our successful curriculum model. We are proud to have positively influenced other schools in our state and country.

The Fund Development Committee of the Board is a newly formed committee that is working to build a framework for future fundraising efforts. This committee is also working in collaboration with the Board Recruitment Committee to bring new board members to Green Woods that have a successful track record of spearheading capital campaigns and success in major fundraising.

## **Fiscal Solvency Policies**

The Board of Trustees has adopted financial policies and procedures which include the topics of - budgeting, accounting practices, procurement, contracts, internal control, cash management, grants management, time and attendance, contracted services, etc.

The school's budget, adopted in accordance with the timetable prescribed by the Commonwealth, serves as a blue print for financial decision making during the fiscal year. The budget provides for the educational, building and administrative needs of the school community and also includes a reserve for contingencies. All purchases and personnel decisions are reviewed for budgetary funds available prior to the issuance of a contract or purchase order.

The CEO works directly with the Controller to ensure fiscal accountability and solvency. The Controller provides financial reporting to the board of trustees and CEO on a monthly basis. The controller meets with the CEO regularly and attends all board and finance committee meetings.

Through careful monitoring of expenditures and revenues the school is able to assure that all expenditure and revenue categories remain within budget.

## **Accounting System**

The accounting system is QuickBooks and is loaded with the State Chart of Accounts. Working in collaboration with the school's administrative staff, transactions are posted by the business office staffed by experienced school business administrators.

A trial balance, statement of revenue and expenditures, and a statement of disbursements are prepared monthly.

Reports are generated in compliance with State requirements.

## **Preliminary Statements of Revenues, Expenditures & Fund Balances**

### **Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment**

- Green Woods 2011-2012 Revenues, Expenditures, Notes

## **Audit Firm, Date of Last Audit, Auditor's Opinion, and Any Findings Resulting From the Audit**

The school's auditing firm is Zelenkofske and Axelrod LLC. The audit for 2010-12 is dated December 30, 2011. There are no significant findings in this report.

It is impossible to submit an audit report for 2011-2012 by August 1, 2011.

## **Audit Firm, Date of Last Audit, Auditor's Opinion, and Any Findings Resulting From the Audit - Attachment**

- GWCS Audit 2010-2011

## **Citations and follow-up actions for any State Audit Report**

**No financial state audits were performed during this year.**

## **SECTION VII. FACILITY RESPONSIBILITIES**

### **Acquisition of Facilities, Furniture, Fixtures, and Equipment During the Last Fiscal Year**

Furniture and equipment are purchased after obtaining quotations from various vendors. There were no capital expenditures for the year.

### **Future Facility Plans and Other Capital Needs**

Green Woods Charter School purchased a site to construct a new school building to accommodate 675 students. Construction is expected to begin on September, 2012. Occupancy is expected for September 2013. Financing is coming from tax exempt bonds issued by Philadelphia Authority for Industrial Development.

See Strategic Planning Section for additional information

## **SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES**

### **Compliance With Health and Safety Requirements and Maintenance of Health and Immunizations Records for Students**

### **GWCS School Health Services Annual Report Narrative 2011-2012**

Green Woods Charter School (GWCS), Student Health Services is in compliance with the State of Pennsylvania by maintaining the records of the student private physician physicals for our Kindergarten, all new incoming students and for our 6<sup>th</sup> grade students.

GWCS Health Services maintains private medical, dental examination records, provides growth screenings, student body mass index percentiles, vision, hearing and scoliosis screenings, maintaining the State of Pennsylvania required tuberculosis screening on our staff and volunteers, as well as treatment of acute and chronic illness, first aid, emergency care, medication administration, maintenance of student health records, state immunization records and state annual immunization report, health counselor, promotion of wellness, and ongoing safety assessment of the school facility.

GWCS Health Services does annually submit to the Department of Health "Request for Reimbursement" for the costs associated with our school health services as stated in Article XXV of the Pennsylvania Public School Code.

GWCS does not participate in the National School Lunch Program (NSLP) or the Breakfast Program (SBP). Our wellness policy does not specifically address issues in regard to providing nutritional meals to our students.

## **Compliance With Health and Safety Requirements and Maintenance of Health and Immunizations Records for Students - Attachments**

- Wellness Policy
- SHARRS REPORT 2011-2012

## **Current School Insurance Coverage Policies and Programs**

### **Health**

- Keystone Health Plan East — HMO
- Independence Blue Cross — Personal Choice Upgrade

### **Dental**

United Concordia — Dental Insurance

### **PSERS Retirement**

#### **403 (b) Retirement (employee paid):**

Lincoln Investment Planning

#### **ST/LT Disability Insurance (employer paid):**

The Hartford

#### **Flexible Spending Account (employee paid):**

BMC Group

### **Commercial Insurance Portfolio**

- General Liability: Each occurrence 1,000,000
- General Liability: Damage to rented premises 1,000,000
- General Liability: Med Exp any one person 10,000
- General Liability: Personal and Adv Injury 1,000,000
- General Liability: General Aggregate 2,000,000
- General Liability: Products-Comp/Op Agg 2,000,000
- Automobile Liability: Hired Autos, Not owned Autos 1,000,000
- Excess/Umbrella Liability: 10,000,000
- Worker's Compensation and Employer's Liability: Each occurrence: 500,000
- Worker's Compensation and Employer's Liability: Disease-EA Employee: 500,000
- Worker's Compensation and Employer's Liability: Disease-Policy Limit: 500,000

## Current School Insurance Coverage Policies and Programs - Attachment

- GW Insurance Certificate 2012

### SECTION IX. ADMINISTRATIVE NEEDS

#### Quality of Teaching and Other Staff

No teachers or staff members resigned after the 2011-2012 school year. However, there were several new hires and a few "in-house" classroom teacher changes for 2011-2012.

Kristina Skladaitis moved out as the second grade teacher, and became the K-4 Environmental Science teacher. Kristina taught environmental science lessons and labs to all K through fourth grade students. Addison Lilholt, a former student teacher, was hired on a part-time basis to support middle school science labs in grades 5-8. Addison also acted as the lead science teacher for all sixth grade science classes. Kate Langdon moved from fourth grade to third grade replacing Lindsay Karzon who resigned in 2010-2011. After an extensive search, Daniel Hoffman was hired as the fourth grade teacher vacated by Ms. Langdon. Elizabeth McKenzie took over as the second grade teacher vacated by Ms. Skladaitis. Ms. McKenzie was a full-time substitute in third grade at Green Woods from Jan. 2011-June 2011.

All employees were full-time except Addison Lilholt.

Historically, Green Woods teachers do not resign, and the school has become a desirable destination for teachers seeking employment.

Due to our expansion and growth for the 2012-2013 school year Green Woods has hired 16 new staff members. The Green Woods staff reviewed nearly 250 resumes for 8 new K-3 teaching positions, 1 physical education teacher, 1 special education teacher, and 6 part-time teacher aides.

#### Quality of Teaching and Other Staff - Attachment

- PDE 414 2011-2012

### Student Enrollment

#### ENROLLMENT DATA 2011-2012

<u>Grade</u>	<u>Initial Enrollment</u>	<u>Withdrawals</u>	<u>Additions</u>	<u>Schools Transferred</u>	<u>Final Enrollment</u>
K	27	0	0		27
1	25	0	0		25
2	26	0	0		26
3	26	0	0		26
4	26	0	0		26
5	26	3	0		23
6	28	0	0		28
7	25	0	0		25

8	22	0	0	22
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During the 2011-2012 school year, Green Woods secured both, interim and permanent locations. In doing so, Green Woods' enrollment for 2012-2013 is increasing from 224 to 415. Our initial growth is taking place in grades kindergarten through third grade. For 2012-2013, Green Woods will have 3 kindergartens, 3 first grades, 3 second grades, and 2 third grades.

Due to our "announced" growth to the community, Green Woods had an overwhelming response for our open house. Green Woods had to move the open house from its campus to an alternate conference center to host our 800 guests. Nearly 450 applications were given out at the open house.

The 2012-2013 wait list is not as long as years before (155) due to the large amount of new seats at Green Woods. Below is the current wait list data by grade.

K - 80

1 - 11

2 - 1

3 - 16

4 - 19

5 - 20

6 - 8

## **Student Enrollment - Attachment**

- Admissions Policy 2011-2012

## **Transportation**

Students of GWCS are provided transportation through Leahy Transportation assigned to us by the Philadelphia School District. Students in grades 1 through 8 are provided this service. Transportation by bus is not provided by the School District of Philadelphia for any Kindergarten students. GWCS Kindergartners are driven to and from school by parents or by other adults designated by parents and/or guardians. Students are also picked up by car.

If a transportation accommodation is indicated in an IEP, GWCS complied with that accommodation.

New to this year, students are permitted to walk home from school due to the fact our interim location is located in what can be considered a traditional neighborhood. Crossing guards will be provided for those students who are walking. Also, parents must sign a "walking release for form" giving permission to the school all the student to walk home.

## **Food Service Program**

GWCS students bring their lunch to school. We do not participate in the FRL Program. Green Woods leases space and there is no working/adequate kitchen in the building.

## **Student Conduct**

In regards to 22 PA code Chapter 12 and due process, any removal from school for more than 10 days is called an expulsion. The school must hold a formal hearing before any expulsion. The hearing must be held before the Board of Trustees; or can be held before a committee or hearing officer appointed by the board. If a committee or hearing officer hears the case, the full board must vote on the committee's or hearing officer's recommendation.

GWCS is committed to creating a safe, orderly learning environment that supports both the academic and social development of all children of our school. Protecting the learning environment for all students is the primary goal of the discipline policies of GWCS.

Each year Green Woods holds training sessions for 7th and 8th grade students where they learn the art and skill of conflict resolution and peer mediation. This program, titled Project PEACE (Peaceful Endings for Attorneys, Children and Educators) sponsored by Governor Corbett in partnership with the PA Bar Association has been extremely successful as a way to minimize and/or address inappropriate behaviors.

In addition, at the beginning of the school year all students, K-8, took part in establishing classroom rules based on our schoolwide positive behavior approach of "Three Simple Rules - Be Safe, Be Respectful, Be Responsible."

No student at Green Woods will be permitted to disrupt the educational opportunities of other students or to create an environment of fear. GWCS maintains the highest expectations for students and takes action to ensure that both individual student behavior and the overall school climate are excellent in our school.

During the 2011-2012 school year, GWCS will initiated its version of the Principal's 200 club. The GWCS school-wide positive behavior plan was designed and created by the GWCS staff during August 2011 professional development. Green Woods' SWPB is named the Trailblazers 200 Club. The Trailblazers 200 club will be continued for the 2012-2013 school year.

14 students were involved in 20 suspensions.

Guidelines relating to IEP students and students "thought to be eligible" are clearly outlined in this policy.

See Safe Schools Report - attached - for overview of incidents relating to student conduct.

Green Woods Student/Parent Handbook, outlining our discipline policies, is attached.

## **Student Conduct - Attachments**

- Trailblazer 200 Club Board
- Parent Student Handbook 2011-2012
- GWCS Trailblazer 200 Club
- Safe Schools Report 2011-2012

## Signature Page

## Assurance for the Operation of Charter School Services and Programs

School Year: 2012

The Green Woods CS within Philadelphia IU 26 assures that the charter school will comply with the requirements of 22 Pa. Code Chapter 711 and with the policies and procedures of Pennsylvania Department of Education (PDE). PDE will specify, in writing, policies and procedures to be followed. Requests for any deviations from these regulations, policies, and procedures must be made in writing to PDE. The charter school assures:

1. There are a full range of services, programs and alternative placements available for placement and implementation of the special education programs in the charter school.
2. The charter school has adopted a "child find" system to locate, identify and evaluate children who are thought to be a child with a disability eligible for special education residing within the charter school's jurisdiction. "Child find" data is collected, maintained, and used in decision-making. Child find process and procedures are evaluated for effectiveness. The charter school implements mechanisms to disseminate child find information to the public, organizations, agencies, and individuals on at least an annual basis.
3. The charter school has adopted policies and procedures that assure that students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.
4. The charter school will comply with the PA Department of Education annual report requirements including special education information.
5. The charter school follows the state and federal guidelines for participation of students with disabilities in state and charter school-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.
6. The charter school assures the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

**This assurance must be signed by the Board President and the Chief Executive Officer for the charter school to operate services and programs.**

\_\_\_\_\_  
Board President

\_\_\_\_\_  
Date

\_\_\_\_\_  
Chief Executive Officer  
2011 - 2012 Annual Report for Pennsylvania Charter Schools

\_\_\_\_\_  
Date

Verify that all DATA reports to PDE are complete

YES \_\_\_\_\_ NO \_\_\_\_\_

## **Assurance for Compliance with the Public Official & Employee Ethics Act**

The original Public Official and Employee Ethics Act (the "Ethics Act") was amended and reenacted in 1989 by Act 9 of 1989 and in 1998 by Act 93 of 1998. (See Act 9 of 1989, 65 P.S. §401, *et seq.* and Act 93 of 1998, Chapter 11, 65 Pa.c.s. §1101 *et seq.*) The Act provides that public office is a public trust and that any effort to realize personal financial gain through public office is a violation of that trust. The Act was passed to strengthen the faith and confidence of the people of the Commonwealth in their government. The Act established the State Ethics Commission to administer and enforce the provisions of the Act and to provide guidance regarding the standards established by the Act.

The Green Woods CS assures that it will comply with the requirements of the Public Official and Employee Ethics Act (the "Ethics Act") and with the policies, regulations and procedures of the Pennsylvania State Ethics Commission. Additional information about the "Ethics Act" is available on the Ethics Commission's website at: <http://www.ethics.state.pa.us/ethics/site/>

**The assurance must be signed by the Chief Executive Officer and Board of Trustees President of the charter school.**

*Identify the charter school's Chief Executive Officer.*

**Name:** Jean M. Wallace   **Title:** CEO  
**Phone:** 215-482-6337   **Fax:** 215-482-9135  
**E-mail:** jwallace@greenwoodscharter.org

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*Signature of the Chief Executive Officer and Date*

*Identify the charter school's President of the Board of Trustees.*

**Name:** Rick Meketon   **Title:** President, Board of Trustees  
**Phone:** 215-482-6337   **Fax:** 215-482-9135  
**E-mail:** rickmeketon59@aol.com

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*Signature of the President of the Board of Trustees and Date*

*Identify the charter school's Special Education Contact Person.*

**Name:** Gina Knowles   **Title:** Special Education Coordinator  
**Phone:** 215-482-6337   **Fax:** 215-482-9135  
**E-mail:** gknowles@greenwoodscharter.org

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*Signature of the Special Education Contact Person and Date*

### **Signature Page - Attachment**

- Signature Page 2012