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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: Tuesday, November 22, 2011)

**Entity:** Northwood Academy CS  
**Address:** 4621 Castor Ave  
Philadelphia, PA 19124

# CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

## Summary Data Part I

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

**Name of School:** Northwood Academy CS

**Date of Local Chartering School Board/PDE Approval:** February 16, 2005

**Length of Charter:** September 2005 - August 2015   **Opening Date:** September 2005

**Grade Level:** K-8   **Hours of Operation:** 7:45a.m. - 3:00p.m.

**Percentage of Certified Staff:** 98%   **Total Instructional Staff:** 58

**Student/Teacher Ratio:** 20:1   **Student Waiting List:** 452

**Attendance Rate/Percentage:** 95.74%

**Second Site Address, Phone Number and Site Director:**

4290 Penn Street, Philadelphia PA 19124 215-543-9980 Site Director: Amy Hollister/Cindy Carey

## Summary Data Part II

**Enrollment:** 779 **Per Pupil Subsidy:** Regular Education \$8,773.03 Special Education \$19,422.86

### Student Profile

<b>American Indian/Alaskan Native:</b>	.19%
<b>Asian/Pacific Islander:</b>	2.42%
<b>Black (Non-Hispanic):</b>	64.3%
<b>Hispanic:</b>	25.2%
<b>White (Non-Hispanic):</b>	6.49%
<b>Multicultural:</b>	1.4%

**Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:** 69.66%

**Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December:** 82

## Instructional Days and Hours

<b>Number of:</b>	<b>K (AM)</b>	<b>K (PM)</b>	<b>K (F.Time)</b>	<b>Elem.</b>	<b>Middle.</b>	<b>Sec.</b>	<b>Total</b>
Instructional Days	0	0	182	182	182	0	182
Instructional Hours	0	0	1137.50	1137.50	1137.50	0	1137.50

## SECTION I. EXECUTIVE SUMMARY

### Educational Community

The Northwood Academy Charter School began operation for the 2005-2006 academic year. We were a K-6 program for the 2005- 2006 year, K-7 program for the 2006-2007 school year and expanded through 8<sup>th</sup> grade in the 2007 - 2008 school year. Initially, we were chartered to recruit students from the immediate region due to an overcrowding issue that the School District of Philadelphia was experiencing. Since that time our student population has continued to come from the immediate neighborhood but has spread to the larger Philadelphia community. Currently we operate at two locations but are building to be at one site by January of the 2012-2013 school year. We serve 788 racially diverse students (AA-64%, H-25%, W-6%, A-2%, MR-2%). The majority of our students come from lower middle class, working poor families and 68% qualify for free or reduced lunch. We pride ourselves on strong family relations which are strengthened by our open and supportive environment. Our recent family survey indicates that 99% of our parents who responded feel that we provide a safe environment and quality educational services.

Our reputation and track record within the community is that we are a well run school with an intelligent and caring staff who deliver a strong academic program for all learners. Our PSSA scores have more than doubled in our seven years of operation. The students are proud of their accomplishments as well as those of the entire school.

We deliver a solid academic core program with opportunities for enrichment at all levels through extensive field trips, arts partnerships, professional development, and diverse extra-curricular activities. Our school has become quite involved in philanthropic service learning projects which we are continuing to advance.

## **Mission**

### **Northwood Academy Charter School**

## **Mission Statement**

The mission of Northwood Academy Charter School is to educate the whole child by providing the academic, social, and emotional foundations and successes necessary to become contributing community members who possess the skills, desire and confidence to lead meaningful lives. Northwood Academy Charter School is committed to creating and sustaining a learning sanctuary that is built upon integrity and dedicated to high achievement and purposeful experiences.

Northwood Academy Charter School will ensure that its staff works together to design and deliver a rigorous and relevant curriculum that is based on collective knowledge, creativity and real-world learning experiences. Through involvement with service learning and the arts we promote and foster an appreciation and commitment to the world at large.

Northwood Academy Charter School will develop a true collaboration of all stakeholders to provide a dynamic program for our students. With a caring spirit and keen sensibility, we embrace the uniqueness of our students and strive to provide them an awareness of opportunities and choices that belong to each of them.

## **Vision**

Northwood Academy Charter School will produce marketable students who recognize and embrace positive options.

## **Shared Values**

We believe that all children are able to achieve academically and personally, regardless of their socio-economic status, race, ability level or past academic experience. By setting the bar high and respecting and supporting our students, their families, and our staff on a regular basis, we honor and uphold this belief.

We believe that Northwood Academy can be a learning sanctuary for our children. We can provide experiences and options which will create confident and marketable students. We recognize that our children must attend high schools which will continue to support them as they mature and make decisions for their futures.

## **Academic Standards**

Northwood Academy Charter School has a well developed academic program that emphasizes comprehensive literacy and mathematical instruction in accordance with *No Child Left Behind* and state standards. Northwood Academy Charter School follows the Pennsylvania Standards Aligned System and School District of Philadelphia guidelines. We have adopted commercial curriculum for Language Arts, Writing, Mathematics, Social Studies, and Science. These curricular materials are aligned with the Pennsylvania State Academic Standards. All teachers are required to use stated curriculum and assessments and provide documentation through weekly lesson plans and ongoing data collection. Our instructional program is monitored regularly by our Instructional and Administrative Team- CEO, Upper and Lower School Principals, Director of Special Education and Student Services, teachers and instructional coaches. All standardized tests are administered under local, state and federal directives. All of our core academic teachers are Highly Qualified Teachers (HQT).

## **Strengths and Challenges**

Northwood Academy Charter School considers its greatest strength to be our successful core academic program which is delivered by an experienced and dedicated faculty. Northwood has the good fortune of having effective and consistent instructional leadership. The same CEO/founding Principal, Director of Special Education/Student Services and Director of Operations have been in place since its inception. Our current upper and lower school Principals have come from within our own learning community. This team is deeply connected to the needs of all stakeholders which includes students, staff and community. As intelligent, committed educational professionals, these individuals have come together, achieved synergy and produced a viable program of which to be proud.

This foundation has allowed Northwood to deliver a sound instructional model from the onset. With this in place, our highly qualified teachers have been able to deliver and build upon a standards based and data driven curriculum. The result has been high student achievement as seen in our standardized test results. Our school-wide proficiency rate on the PSSAs has more than doubled in the past seven years.

Our instructional road map and extensive support have yielded a professionally savvy staff. Leadership, commitment and vision have become shared throughout the school. The staff has taken up the mantle of seeking out ways by which they may increase their effectiveness as teachers. The high rate of staff retention has created a solid base from which new teachers may learn and prosper. Our program has had the ability to expand and support itself. This in turn has become another of our strongest assets. Our staff is committed to the continuous enhancement of our program as we move forward. At this time we have met our original charter agreement goal of having at least 95% of our staff certified. All of these strengths are evidenced in our student achievement data on the PSSA in both Reading and Math.

Northwood Academy faces the daily challenge of operating between two locations. Our school has been housed in two separate buildings since 2006 when our main facility did not have the capacity to meet our sudden enrollment increase. This situation was the result of a hundred students being added to our original charter agreement as the region's overcrowdedness continues. Since that time, our teachers and students have been given opportunities to collaborate and learn together. However, these occasions are difficult to schedule and meaningful relationships are hampered. Our separate buildings limit programmatic cohesion and the establishment of a universal school culture and sense of community. Having to support and maintain separate facilities is an injudicious use of our valuable resources. Our current construction, which will bring us back together, will be complete by the end of 2012.

We have made strides to combat the separation issues by reconfiguring grade groups and providing additional administrative supports. In addition, we continue to improve our capacity to

serve the "whole" child and have created a student safety net team (Dean, Director of Student Services, Counselor and Psychologist) which brings about an evolution to our Positive Behavior system through home visitations and daily check-ins with students identified as needing more emotional or behavioral supports.

Northwood also faces the challenge of preparing students to vie for slots in the highly competitive select high schools in Philadelphia. This is applicable to Philadelphia district, charter and private high schools with specialized academic and vocational programs. Northwood's mission is, in part, "to educate the whole child by providing the academic, social, and emotional foundations and successes necessary to become contributing community members who possess the skills, desire and confidence to lead meaningful lives." To this end, we must provide them the tools and experiences to make them desirable candidates for any of those select schools as they pass into high school and beyond.

Northwood has instituted a systematic approach to introducing students and their parents to the options available for public, charter and private select Philadelphia high schools and the requirements for admission to same. This procedure starts on Back To School Night when all 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade parents are informed of the general procedures for high school application. More specifically, students are exposed to these schools through visits to Northwood from representatives of various schools, site visits to individual high schools and colleges and participation in the High School Expo presented each year through the School District of Philadelphia. The guidance counselor has also amassed requirement data on the numerous school to which our past graduates have applied. Students and their parents receive one-on-one assistance in selecting and applying to programs that will meet the needs and interests of the 8<sup>th</sup> grade students. This preparation extends to guiding students in the writing of admission essays and preparing digital portfolios that begin in 6<sup>th</sup> grade and are updated and improved over time until students have a finished product ready for presentation during interviews as 8<sup>th</sup> grade students. Our goal is 100% of our graduates attending and graduating from the high school of their choice.

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

### **Strategic Planning Process**

We continue to roll out our Strategic Plan which is revisited annually and still very relevant to our growth.

After our Fall 2009 Board Retreat and the completion of our renewal application, it was decided that we would embark on our strategic planning process. Early in 2010, The Board, CEO, Administration and staff members helped to establish, appoint and engage a planning committee. The committee was carefully selected to ensure that all stakeholders were represented.

On April 21, 2010, the Strategic Planning Committee met, off site in a workshop style gathering to collaborate and establish the groundwork for our five-year road map and revised mission statement. After a full day of creative and purposeful discussion, the committee identified and explored five areas for growth and development. These areas for growth and development that were considered are:

1. To provide students with a standards aligned effective academic program.
2. To provide more real world experiences for our students.
3. To support the social and emotional needs of every student.
4. To enhance the communication with and involvement of parents.
5. To assist in facilitating smooth middle school transitions.

These areas were identified as having the greatest importance and became the springboard for the goals of our strategic plan. The goals were further investigated and activities and actions were developed for each goal. It is through these activities and actions that we will strive to see the goals of the strategic plan come to fruition.

The administrative sub-committee will meet quarterly to ensure that the integrity of the goals and the mission of educating the whole student always remains the focus.

## Strategic Planning Committee

<b>Name</b>	<b>Affiliation</b>	<b>Membership Category</b>	<b>Appointed By</b>
Agris, Shelly	Instructional Consultant	Other	Amy Hollister, CEO
Burrows, Royeashia	Parent/Support Staff	Other	Amy Hollister, CEO
Carey, Cindy	Upper School Principal	Administrator	Amy Hollister, CEO
Cofer, Alexis	Student	Other	Teaching Staff
Dugan, Kristie	Director of Operations	Administrator	Amy Hollister, CEO
Ezell, Kaseim	Student	Other	Teaching Staff
Friedman, Pamela	Director of Special Education/Dean of Students	Administrator	Amy Hollister, CEO
Funari, Allison	Teacher	Elementary School Teacher	Amy Hollister, CEO
Gunn, Abbey	Middle School Teacher	Middle School Teacher	Principal
Hassan, Rima	Parent	Parent	Administration
Hassan, Weid	Student	Other	Teaching Staff
Hewins, Kim	Support Staff /Community Member	Community Representative	Amy Hollister, CEO
Hollister, Amy	CEO	Administrator	Board of Directors
Hopkins-Doerr, Meagan	Teacher	Middle School Teacher	Amy Hollister, CEO
Howell, Barry	Northwood Civic Association	Community Representative	Amy Hollister, CEO
Jefferson, Valerie	Board President	Board Member	Board of Directors
Joscelyne, Ed	Building Engineer	Other	Amy Hollister, CEO
Kahl, Krista	Teacher	Elementary School Teacher	Amy Hollister, CEO
Kelly, Amy	Teacher	Elementary School Teacher	Amy Hollister, CEO
Kurtz Dr, Harold	Educational Consultant/Facilitator	Other	Board o Directors
Lowry, Kathy	Teacher	Special Education Teacher	Amy Hollister, CEO
Mychack, Patricia	Lower School Principal	Administrator	Amy Hollister, CEO
Nelson, Andrew	Technology Teacher	Ed Specialist - Instructional Technology	Amy Hollister, CEO

Quinn, Gwen	Teacher	Elementary School Teacher	Amy Hollister, CEO
Rivera, Elizabeth	Parent/Neighbor	Parent	Amy Hollister, CEO
Schultz, AnnMarie	Board Member, Community Partner (CORA Services)	Community Representative	Board of Directors
Seder, Lauren	Special Education Teacher	Special Education Teacher	Amy Hollister, CEO
Smith, Tracey	Middle School Teacher	Middle School Teacher	Principal
Taylor, Tom	Business Manager	Business Representative	Board of Directors
Velazquez, Amanda	Student	Other	Teaching Staff
Whitlatch, Adam	Guidance Counselor	Other	Principal

## Goals, Strategies and Activities

### **Goal: Goal 1**

**Description:** Provide students with a standards aligned effective academic program

#### **Strategy: Goal 1 Strategy 1**

**Description:** Implement a rigorous instructional program where differentiation of instruction is the key so that individual needs are met for all children.

#### **Activity: Goal 1 Strategy 1 Activity 1**

**Description:** Ongoing professional development of current best practices including differentiated instruction. In addition to analyzing PSSA, 4sight and Acuity testing data, Northwood consistently assesses daily student growth to assure that the instruction is aligned with PA Standards. Because of this steady review, this activity is ongoing. As the need is revealed sessions will be provided to those specific educators, in addition to the general session for all staff.

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Mychack, Patricia	Start: 8/29/2011 Finish: 5/17/2015	-

  

<b>Professional Development Activity Information</b>		
<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
0.00	0	0
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>

**Knowledge and Skills**

**Research and Best Practices**

**Designed to Accomplish**

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Understand and implement the strategies needed to successfully differentiate instruction to meet the needs of every learner in their classroom.

Northwood analyzes student data on a consistent basis. In addition to PSSA, 4sight and Acuity testing we also measure daily student growth to make sure that instruction is aligned to the PA Standards.

*For classroom teachers, school counselors and education specialists:*

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

*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**

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<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><li>• School counselors</li><li>• Other educational specialists</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>• Arts &amp; Humanities</li><li>• Civics and Government</li><li>• Environment and Ecology</li><li>• Health, Safety and Physical Education</li><li>• World Languages</li><li>• Kindergarten Early Learning Standards</li><li>• Mathematics</li><li>• History</li><li>• Economics</li><li>• Geography</li></ul>

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**Follow-up Activities**                      **Evaluation Methods**

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| <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>• Analysis of student work, with administrator and/or peers</li><li>• Creating lessons to meet varied student learning styles</li><li>• Peer-to-peer lesson discussions</li><li>• Lesson modeling with mentoring</li><li>• Journaling and reflecting</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>• Standardized student assessment data other than the PSSA</li><li>• Classroom student assessment data</li><li>• Participant survey</li><li>• Review of participant lesson plans</li><li>• Review of written reports summarizing instructional activity</li><li>• Portfolio</li><li>• PIP (Professional Improvement Plan)</li></ul> |
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**Status:** Not Started — Overdue

**Activity:** Goal 1 Strategy 1 Activity 2

**Description:** Lesson plans will be designed and monitored in accordance with Northwood standards. (weekly/principal onsite)

**Person Responsible Timeline for Implementation Resources**

None Selected	Start: 8/29/2011	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

**Activity: Goal 1 Strategy 1 Activity 3**

**Description:** Informal and formal observation. (Informal periodically/formal twice a year ~ Principal onsite)

**Person Responsible Timeline for Implementation Resources**

None Selected	Start: 8/29/2011	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

**Activity: Goal 1 Strategy 1 Activity 4**

**Description:** Daily classroom walkthroughs

**Person Responsible Timeline for Implementation Resources**

None Selected	Start: 8/29/2011	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

**Activity: Goal 1 Strategy 1 Activity 5**

**Description:** Provide opportunities for all staff who are involved in a child's program to collaborate.

**Person Responsible Timeline for Implementation Resources**

None Selected	Start: 8/29/2011	-
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Finish: Ongoing

**Status:** Not Started — Overdue

**Activity: Goal 1 Strategy 1 Activity 6**

**Description:** Budget for needed relevant materials

**Person Responsible Timeline for Implementation Resources**

None Selected	Start: 8/29/2011	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

**Activity: Goal 1 Strategy 1 Activity 7**

**Description:** Develop enrichment programming for students

**Person Responsible Timeline for Implementation Resources**

None Selected	Start: 8/29/2011	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

**Activity: Goal 1 Strategy 1 Activity 8**

**Description:** Maximize engagement of identified students in appropriate inclusion activities

**Person Responsible Timeline for Implementation Resources**

None Selected	Start: 8/29/2011	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

**Strategy: Goal 1 Strategy 2**

**Description:** Increase use of technology in all classrooms

**Activity: Goal 1 Strategy 2 Activity 1**

**Description:** Revise existing plan and implement long term Technology Plan

**Person Responsible Timeline for Implementation Resources**

None Selected      Start: 8/29/2011      -  
                                  Finish: Ongoing

**Status:** Not Started — Overdue

**Activity: Goal 1 Strategy 2 Activity 2**

**Description:** Professional Development where appropriate on various technologies and programs to be used.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 8/29/2011 Finish: 5/17/2099	-

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
0.00	0	0
Organization or Institution Name	Type of Provider	Provider’s Department of Education Approval Status
Northwood Academy Charter School	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Ongoing professional development of current best practices utilizing technology in the 21st Century classroom.	The world of technology is ever evolving. Because of this it is important for the Northwood community to be as cutting edge as possible. The Director of Technology, as well as the Technology and Media teaching staff, attend conferences and trade shows to enhance their knowledge and be current with emerging trends.	<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> </ul>

- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

*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> <li>• Other educational specialists</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>• Arts &amp; Humanities</li> <li>• Civics and Government</li> <li>• Environment and Ecology</li> <li>• Health, Safety and Physical Education</li> <li>• World Languages</li> </ul>

- Kindergarten Early Learning Standards
- Mathematics
- History
- Economics
- Geography

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>• Analysis of student work, with administrator and/or peers</li> <li>• Creating lessons to meet varied student learning styles</li> <li>• Peer-to-peer lesson discussions</li> <li>• Lesson modeling with mentoring</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>• Classroom student assessment data</li> <li>• Participant survey</li> <li>• Review of participant lesson plans</li> </ul>

**Status:** Not Started — Overdue

**Activity: Goal 1 Strategy 2 Activity 3**

**Description:** Budget for needed resources, equipment, and staff for example equipment, staff, etc

**Person Responsible Timeline for Implementation Resources**

None Selected	Start: 8/29/2011	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

**Activity: Goal 1 Strategy 2 Activity 4**

**Description:** Explore grant opportunities for technology

**Person Responsible Timeline for Implementation Resources**

None Selected      Start: 8/29/2011      -  
Finish: Ongoing

**Status:** Not Started — Overdue

**Strategy: Goal 1 Strategy 3**

**Description:** Collaboratively design project based opportunities

**Activity: Goal 1 Strategy 3 Activity 1**

**Description:** Professional Development for teachers to facilitate project based learning

Person Responsible	Timeline for Implementation	Resources
Kelly, Amy	Start: 1/19/2012 Finish: 8/31/2015	-

**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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0.00      0      0

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
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Northwood Academy Charter School      • School Entity      Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Teachers will gain the knowledge to implement and facilitate project based learning in the classroom, as well as the larger community.

*For classroom teachers, school counselors and education specialists:*

- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Empowers educators to work effectively with parents

and community partners.

*For school and district administrators, and other educators seeking leadership roles:*

- 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><li>• School counselors</li><li>• Other educational specialists</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>• Arts &amp; Humanities</li><li>• Environment and Ecology</li></ul>

#### **Follow-up Activities**

#### **Evaluation Methods**

- |  |   |
|--|---|
| <ul style="list-style-type: none"><li>• Creating lessons to meet varied student learning styles</li><li>• Peer-to-peer lesson discussions</li><li>• Lesson modeling with mentoring</li></ul> | <ul style="list-style-type: none"><li>• Participant survey</li><li>• Review of written reports summarizing instructional activity</li></ul> |
|--|---|

**Status:** Not Started — Overdue

#### **Activity: Goal 1 Strategy 3 Activity 2**

**Description:** Students will have the opportunity to create appropriate projects for specified curriculum projects

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

None Selected	Start: 8/29/2011 Finish: Ongoing	-
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**Status:** Not Started — Overdue

## **Strategy: Goal 1 Strategy 4**

**Description:** Design thematic units at all grade levels

### **Activity: Goal 1 Strategy 4 Activity 1**

**Description:** Professional development for all staff to gain an understanding of thematic unit planning

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Myhack, Patricia	Start: 2/16/2012 Finish: 5/17/2099	-

#### **Professional Development Activity Information**

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
0.00	0	0

<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
Northwood Academy Charter School	• School Entity	Approved

<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
Staff will gain a thorough understanding of thematic unit planning.		<i>For classroom teachers, school counselors and education specialists:</i> <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</li></ul>

effectively with parents and community partners.

*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> <li>• Other educational specialists</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>• Arts &amp; Humanities</li> <li>• Civics and Government</li> <li>• Environment and Ecology</li> <li>• Health, Safety and Physical Education</li> <li>• World Languages</li> <li>• Kindergarten Early Learning Standards</li> <li>• Mathematics</li> <li>• History</li> <li>• Economics</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</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>• Standardized student assessment data other than the</li> </ul>
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- administrator and/or peers
  - Analysis of student work, with administrator and/or peers
  - Creating lessons to meet varied student learning styles
  - Peer-to-peer lesson discussions
  - Lesson modeling with mentoring
- PSSA
  - Classroom student assessment data
  - Participant survey
  - Review of participant lesson plans
  - Review of written reports summarizing instructional activity

**Status:** Not Started — Overdue

**Activity: Goal 1 Strategy 4 Activity 2**

**Description:** Staff will meet throughout the year to develop thematic units of study that will be implemented in grades or communities

**Person Responsible Timeline for Implementation Resources**

None Selected	Start: 8/29/2011	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

**Activity: Goal 1 Strategy 4 Activity 3**

**Description:** Discussion will be scheduled to take place during 9th period meetings, grade level meetings and small learning community meetings

**Person Responsible Timeline for Implementation Resources**

None Selected	Start: 8/29/2011	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

**Strategy: Goal 1 Strategy 5**

**Description:** Enhance student problem solving strategies and higher order thinking

**Activity: Goal 1 Strategy 5 Activity 1**

**Description:** Professional development throughout the school year on higher level thinking, taxonomy

Person Responsible	Timeline for Implementation	Resources
Mychack, Patricia	Start: 8/30/2011 Finish: 5/17/2099	-

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
0.00	0	0

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Northwood Academy Charter School	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Professional development throughout the school year on higher level thinking, taxonomy

*For classroom teachers, school counselors and education specialists:*

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

*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> <li>• Other educational specialists</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>• Arts &amp; Humanities</li> <li>• Civics and Government</li> <li>• Environment and Ecology</li> <li>• Health, Safety and Physical Education</li> <li>• World Languages</li> <li>• Kindergarten Early Learning Standards</li> <li>• Mathematics</li> <li>• History</li> <li>• Economics</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>• Analysis of student work, with administrator and/or peers</li> <li>• Creating lessons to meet varied student</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>• Standardized student assessment data other than the PSSA</li> <li>• Classroom student assessment data</li> <li>• Review of participant lesson plans</li> <li>• Review of written reports summarizing instructional activity</li> </ul> |
|---|--|

- learning styles
- Peer-to-peer lesson discussions
- Lesson modeling with mentoring

**Status:** Not Started — Overdue

### **Activity: Goal 1 Strategy 5 Activity 2**

**Description:** Informal and formal observation. (Informal periodically/formal twice a year ~ Principal onsite)

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

None Selected	Start: 8/29/2011	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

### **Activity: Goal 1 Strategy 5 Activity 3**

**Description:** Explore the introduction of afterschool enrichment activities that promote critical thinking and problems solving

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

None Selected	Start: 8/29/2011	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

### **Activity: Goal 1 Strategy 5 Activity 4**

**Description:** Daily walkthroughs

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

None Selected	Start: 8/29/2011	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

## **Goal: Goal 2**

**Description:** Provide more real world experiences for our students

### **Strategy: Goal 2 Strategy 1**

**Description:** Create a school-wide initiative for service learning

#### **Activity: Goal 2 Strategy 1 Activity 1**

**Description:** Assign two leaders of service learning. One will work with K-7 and the other will work with 8th grade students to facilitate projects.

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

None Selected	Start: 8/29/2011	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

#### **Activity: Goal 2 Strategy 1 Activity 2**

**Description:** Each grade, K-7, will have a year-long service learning project

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

None Selected	Start: 8/29/2011	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

#### **Activity: Goal 2 Strategy 1 Activity 3**

**Description:** 8th grade students will have individual service learning plans which culminate as

their exit project. A minimum of 30 hours will be required. Long-term goal is to include the middle school students in individual plans

**Person Responsible Timeline for Implementation Resources**

None Selected      Start: 8/29/2011      -  
                                  Finish: Ongoing

**Status:** Not Started — Overdue

**Activity: Goal 2 Strategy 1 Activity 4**

**Description:** PD to inform staff of modifications to current program. At initial professional development give staff a timeline of the expectations and resources to get started

Person Responsible	Timeline for Implementation	Resources
Mychack, Patricia	Start: 8/29/2011 Finish: 5/17/2099	-

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
0.00	0	0

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Northwood Academy Charter School	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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PD to inform staff of modifications to current program. At initial professional development give staff a timeline of the expectations and resources to get started

*For classroom teachers, school counselors and education specialists:*

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills

needed to analyze and use data in instructional decision-making.

- Empowers educators to work effectively with parents and community partners.

*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**

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<b>Role</b>	<b>Grade Level</b>
<ul style="list-style-type: none"><li>• Classroom teachers</li><li>• Principals / asst. principals</li><li>• Other educational specialists</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>

### **Follow-up Activities**

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<b>Follow-up Activities</b>	<b>Evaluation Methods</b>
<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>• Analysis of student</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>• Classroom student assessment data</li><li>• Participant survey</li><li>• Review of participant lesson plans</li><li>• Review of written reports summarizing instructional</li></ul>

- work, with administrator and/or peers activity
- Creating lessons to meet varied student learning styles
  - Peer-to-peer lesson discussions
  - Lesson modeling with mentoring

**Status:** Not Started — Overdue

**Activity: Goal 2 Strategy 1 Activity 5**

**Description:** The leader will have a quarterly meeting which each grade group

**Person Responsible Timeline for Implementation Resources**

None Selected	Start: 8/29/2011	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

**Activity: Goal 2 Strategy 1 Activity 6**

**Description:** Leader will be given released time and a stipend to support the role

**Person Responsible Timeline for Implementation Resources**

None Selected	Start: 8/29/2011	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

**Strategy: Goal 2 Strategy 2**

**Description:** Align the curriculum to reflect real world learning such as health education, consumer skills and social skills

**Activity: Goal 2 Strategy 2 Activity 1**

**Description:** Curriculum and programs will be carefully selected, designed and funded

**Person Responsible Timeline for Implementation Resources**

None Selected	Start: 8/29/2011	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

**Strategy: Goal 2 Strategy 3**

**Description:** Expose students to enrichment activities such as the arts, athletics and media.

**Activity: Goal 2 Strategy 3 Activity 1**

**Description:** Explore resources and scheduling options to provide students with a variety of opportunities

**Person Responsible Timeline for Implementation Resources**

None Selected	Start: 8/29/2011	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

**Activity: Goal 2 Strategy 3 Activity 2**

**Description:** Provide each student with a professional theater performance every year with pre and post activities

**Person Responsible Timeline for Implementation Resources**

None Selected	Start: 8/29/2011	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

**Activity: Goal 2 Strategy 3 Activity 3**

**Description:** Designate a focused activity per grade level such as Dancing Classrooms and Camp Onas

**Person Responsible Timeline for Implementation Resources**

None Selected      Start: 8/29/2011      -  
Finish: Ongoing

**Status:** Not Started — Overdue

**Goal: Goal 3**

**Description:** To support the social and emotional needs of every student

**Strategy: Goal 3 Strategy 1**

**Description:** Become more aware of student home environments and increase communication with the home.

**Activity: Goal 3 Strategy 1 Activity 1**

**Description:** Explore the option of meeting with parents before the school year begins, either in the student's home or with a visit by the parent to school. This contact will continue throughout the school year on a monthly basis with a phone call to the home by the teacher. Calls will be logged by the staff and monitored by the administration

**Person Responsible Timeline for Implementation Resources**

None Selected      Start: 8/29/2011      -  
Finish: Ongoing

**Status:** Not Started — Overdue

**Strategy: Goal 3 Strategy 2**

**Description:** Responsive Classroom Program will be implemented K-6 September 2010

**Activity: Goal 3 Strategy 2 Activity 1**

**Description:** Professional development for all teachers to assure they are well versed in the responsive classroom program

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Mychack, Patricia	Start: 8/29/2011	-

Finish: 5/17/2099

**Professional Development Activity Information**

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
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0.00	0	0
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<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
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Northwood Academy Charter School	• School Entity	Approved
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<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
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Professional development for all teachers to assure they are well versed in the responsive classroom program.		<i>For classroom teachers, school counselors and education specialists:</i> <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>
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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> <li>• School counselors</li> <li>• Other educational specialists</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>• Arts &amp; Humanities</li> <li>• Civics and Government</li> <li>• Environment and Ecology</li> <li>• Health, Safety and Physical Education</li> <li>• World Languages</li> <li>• Kindergarten Early Learning Standards</li> <li>• Mathematics</li> <li>• History</li> <li>• Economics</li> <li>• Geography</li> </ul>

<b>Follow-up Activities</b>	<b>Evaluation Methods</b>
<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>• Analysis of student work, with administrator and/or peers</li> <li>• Creating lessons to meet varied student learning styles</li> <li>• Peer-to-peer lesson discussions</li> <li>• Lesson modeling with mentoring</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>• Standardized student assessment data other than the PSSA</li> <li>• Classroom student assessment data</li> <li>• Participant survey</li> <li>• Review of participant lesson plans</li> <li>• Review of written reports summarizing instructional activity</li> </ul>

**Status:** Not Started — Overdue

**Strategy:** Goal 3 Strategy 3

**Description:** Make changes to the lunchtime routine

**Activity: Goal 3 Strategy 3 Activity 1**

**Description:** Build a new lunch facility

**Person Responsible Timeline for Implementation Resources**

None Selected	Start: 8/29/2011	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

**Activity: Goal 3 Strategy 3 Activity 2**

**Description:** Smaller lunch groups

**Person Responsible Timeline for Implementation Resources**

None Selected	Start: 8/29/2011	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

**Activity: Goal 3 Strategy 3 Activity 3**

**Description:** Enhanced training for staff

**Person Responsible Timeline for Implementation Resources**

None Selected	Start: 8/29/2011	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

**Activity: Goal 3 Strategy 3 Activity 4**

**Description:** Administrative supervising plan

**Person Responsible Timeline for Implementation Resources**

None Selected      Start: 8/29/2011      -  
Finish: Ongoing

**Status:** Not Started — Overdue

**Strategy: Goal 3 Strategy 4**

**Description:** Provide meetings as needed for staff to develop instructional strategies and behavioral supports student needs

**Activity: Goal 3 Strategy 4 Activity 1**

**Description:** Develop a clear process

**Person Responsible Timeline for Implementation Resources**

None Selected      Start: 8/29/2011      -  
Finish: Ongoing

**Status:** Not Started — Overdue

**Activity: Goal 3 Strategy 4 Activity 2**

**Description:** Administrative oversight

**Person Responsible Timeline for Implementation Resources**

None Selected      Start: 8/29/2011      -  
Finish: Ongoing

**Status:** Not Started — Overdue

**Strategy: Goal 3 Strategy 5**

**Description:** To open communication between teachers (a student's previous teacher and new teacher) about the needs of a student before the first day of school

**Activity: Goal 3 Strategy 5 Activity 1**

**Description:** Schedule will be developed for teachers to discuss practices that will be proactive to the learning environment

**Person Responsible Timeline for Implementation Resources**

None Selected	Start: 8/29/2011	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

**Strategy: Goal 3 Strategy 6**

**Description:** Offer a meet and greet for all new students and their parents sometime over the summer.

**Activity: Goal 3 Strategy 6 Activity 1**

**Description:** Open house for students to meet with administration

**Person Responsible Timeline for Implementation Resources**

None Selected	Start: 8/29/2011	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

**Activity: Goal 3 Strategy 6 Activity 3**

**Description:** All new students will have the opportunity to meet teachers prior to the beginning of the school year

**Person Responsible Timeline for Implementation Resources**

None Selected	Start: 8/29/2011	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

**Activity: Goal 3 Strategy 6 Activity 4**

**Description:** Explore options for home visits

**Person Responsible Timeline for Implementation Resources**

None Selected	Start: 8/29/2011	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

## **Goal: Goal 4**

**Description:** Better communication/involvement of Parents

### **Strategy: Goal 4 Strategy 1**

**Description:** Increase parental involvement to promote academic, social and emotional success of Northwood students by developing a viable home and school association.

#### **Activity: Goal 4 Strategy 1 Activity 1**

**Description:** Seek out interested parties to serve as officers

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

None Selected	Start: 8/29/2011	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

#### **Activity: Goal 4 Strategy 1 Activity 2**

**Description:** Create incentive program to increase parent involvement (voucher for uniform)

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

None Selected	Start: 8/29/2011	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

### **Strategy: Goal 4 Strategy 2**

**Description:** Regularly scheduled Family Nights

#### **Activity: Goal 4 Strategy 2 Activity 1**

**Description:** Parent centered activities through family nights

**Person Responsible Timeline for Implementation Resources**

None Selected	Start: 8/29/2011	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

**Activity: Goal 4 Strategy 2 Activity 2**

**Description:** Annual parental satisfaction survey

**Person Responsible Timeline for Implementation Resources**

None Selected	Start: 8/29/2011	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

**Activity: Goal 4 Strategy 2 Activity 3**

**Description:** Improve means of communication

- o Investigate calling system
- o Promote website
- o Explore the option of bringing parents into gradebook
- o Continue to utilize Wednesday reminders

**Person Responsible Timeline for Implementation Resources**

None Selected	Start: 8/30/2011	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

**Activity: Goal 4 Strategy 2 Activity 4**

**Description:** Parent resources center/meeting room will be designed

**Person Responsible Timeline for Implementation Resources**

None Selected      Start: 8/30/2011      -  
Finish: Ongoing

**Status:** Not Started — Overdue

## **Goal: Goal 5**

**Description:** Middle School Transitions

### **Strategy: Goal 5 Strategy 1**

**Description:** Establish a middle school guidance program

#### **Activity: Goal 5 Strategy 1 Activity 1**

**Description:** Investigate and implement middle school guidance programs

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

None Selected      Start: 8/30/2011      -  
Finish: Ongoing

**Status:** Not Started — Overdue

#### **Activity: Goal 5 Strategy 1 Activity 2**

**Description:** Identify job descriptions and qualifications for guidance counselor position

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

None Selected      Start: 8/30/2011      -  
Finish: Ongoing

**Status:** Not Started — Overdue

#### **Activity: Goal 5 Strategy 1 Activity 3**

**Description:** Hire a guidance counselor position

**Person Responsible Timeline for Implementation Resources**

None Selected      Start: 8/30/2011      -  
Finish: Ongoing

**Status:** Not Started — Overdue

**Strategy: Goal 5 Strategy 2**

**Description:** Make our students marketable for high school selection

**Activity: Goal 5 Strategy 2 Activity 1**

**Description:** Research entrance criteria for choice high schools

**Person Responsible Timeline for Implementation Resources**

None Selected      Start: 8/30/2011      -  
Finish: Ongoing

**Status:** Not Started — Overdue

**Activity: Goal 5 Strategy 2 Activity 3**

**Description:** Develop relationships with high schools admissions staff

**Person Responsible Timeline for Implementation Resources**

None Selected      Start: 8/30/2011      -  
Finish: Ongoing

**Status:** Not Started — Overdue

**Activity: Goal 5 Strategy 2 Activity 3**

**Description:** Explore the possibility of having middle school students create a media portfolio

**Person Responsible Timeline for Implementation Resources**

None Selected      Start: 8/30/2011      -  
Finish: Ongoing

**Status:** Not Started — Overdue

### **Strategy: Goal 5 Strategy 3**

**Description:** Open technological channels of communication in a safe and legal manner for students and parents

#### **Activity: Goal 5 Strategy 3 Activity 1**

**Description:** Provide information for navigation of these systems

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

None Selected	Start: 8/30/2011	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

#### **Activity: Goal 5 Strategy 3 Activity 2**

**Description:** Training Consult with legal team as needed

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

None Selected	Start: 8/30/2011	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

#### **Activity: Goal 5 Strategy 3 Activity 3**

**Description:** Build into curriculum training opportunities for students and staff

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

None Selected	Start: 8/30/2011	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

### **Strategy: Goal 5 Strategy 4**

**Description:** Create/provide paths of interests for middle school students.

## **Activity: Goal 5 Strategy 4 Activity 1**

**Description:** Develop option activities for student exploration

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

None Selected	Start: 8/30/2011	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

## **Statement of Quality Assurance**

Charter school has met AYP.

There are currently no supporting documents selected for this section.

## **SECTION III. QUALITY OF SCHOOL DESIGN**

### **Rigorous Instructional Program**

***Do you have documentation that shows that your curriculum meets the Chapter 4 content standards and all requirements?***

Northwood Academy Charter School follows the Pennsylvania Standards Aligned System (SAS) and School District of Philadelphia guidelines. We have adopted commercial curriculum for Language Arts, Writing, Mathematics, Social Studies, and Science. These curricular materials are aligned with the Pennsylvania Standards.

***How is the curriculum organized to meet the developmental and academic needs of students?***

Our curriculum is used to its fullest extent including multi-leveled work opportunities and materials as needed. We use a hands-on approach and provide real life opportunities whenever possible. We stress higher level thinking skills that are incorporated into every facet of each content area. Teachers use small group instruction, whole class differentiated instruction, cooperative learning, flexible grouping, and peer supports to encourage student growth and success. Our teachers also have the opportunity, various times throughout the day, to conference individually with students to target personal academic goals to enhance the education of that particular student.

***How does the charter school promote in-depth and inquiry-based teaching and learning?***

Our instructional programs were selected to support in-depth and inquiry-based teaching and learning. Our use of EveryDay Math and FOSS science demonstrate our commitment to inquiry. We supplement curricular materials with, but not limited to: science technology, trade books,

classroom libraries, guided reading books, math manipulative/games, websites, literacy games and activities, videos, listening centers, and literacy centers. Our students engaged with professional scientists and engineers this year to expand the depth and breadth of their inquiry. Field trips are planned to enhance and complement our curricular program and must be aligned with standards.

Our educators recognize that textbooks alone will never provide students with the kind of experience necessary to be successful productive citizens in our world today. Therefore, we encourage and provide for our teachers to continue their education through professional development, college courses, seminars, small learning community meetings, and peer-teacher observations. This continuing education fosters fresh engaging lessons that are enriched with the latest educational strategies and techniques. Each of our grades is required to take multiple academically based field trips throughout the school year to extend their classroom learning experiences and apply acquired knowledge.

***What strategies does the school use to accelerate academic skill development, content knowledge and learning strategies of students performing significantly below standards in literacy and mathematical skills?***

Before opening our doors in 2005, we reviewed the records of our incoming students and realized early on that many of our students were performing below level. Therefore, early intervening prior to Special Education referral was immediately put into place when they arrived in September 2005. Without delay, we implemented Early Intervening Services (EIS), which is a multi-tiered approach to provide services and interventions to struggling learners at increasing levels of intensity. Since implementation of EIS/RTII, we created a well-integrated and seamless system of instruction and intervention guided by student data. We continue to provide daily one to one and/or small group reading and math support from classroom teachers in conjunction with the Special Education Resource Room Team. These teachers have ongoing communications with administration to modify their programs and make Special Education testing referrals as necessary. We also contract with multiple educational consultants to provide direct support to the teachers and students weekly.

We purchased intervention programs from our major publishers to coincide with our curriculum which have proven to be instrumental in bridging the gap for many of our struggling students. Commercial benchmark assessments and anchors based test prep materials are also utilized to accelerate skill development. To meet the needs and challenges of all readers, each of our teachers implements ongoing assessment and leveled guided reading groups within their daily plans. Within our reading program, there is time allotted for Independent Reading. This time allows the students to put into practice the reading skills and strategies they have acquired.

IEPs are developed for all students identified with special needs. These are maintained by state and federal guidelines and delivered by certified staff members.

***What types of teaching strategies are used to actively engage students in the learning process?***

Our staff is highly qualified and required to implement effective teaching strategies which include but are not limited to:

- Differentiated Instruction
- Explicit teaching within each content area
- Multimedia presentations
- Cooperative learning groups for all subject matter.

- Guided instruction for independent reading skills and expectations
- Project Based assessments
- Cross-disciplinary teaching on themes
- Individual and small group instruction
- Hands on activities whenever possible
- Individual conferencing
- Literature Circles/book clubs
- Modeling/teacher demonstration
- Think-aloud
- Problem Solving instruction
- Daily re-looping of previously learned material
- Graphic Organizers
- Peer Tutoring
- Prediction
- Reinforcing math skills through games
- Relate reading to student's experiences
- Response journal
- Tactile, concrete experiences in math
- Field trips that are academic in nature
- Multimodal instruction to meet different learning styles
- Consistent language and expectations among the grades

## **Rigorous Instructional Program - Attachments**

- Professional Education Plan
- Teacher Induction Plan

## **English Language Learners**

Northwood uses the Home Language Survey to determine which students may potentially be in need of ESL services. The survey is completed at the initial enrollment of every student. The academic performance and proficiency in English of each ELL is assessed using multiple measures. ELLs participate in all school-wide assessments. The WIDA ACCESS Placement Test (W-APT) is administered to determine if the student has limited proficiency in English and is eligible for enrollment in the ESL program. The annual state English language proficiency assessment (ACCESS for ELLS) is used to measure progress and/or attainment of the students' English language proficiency for each language domain (listening, speaking, reading, and writing). ELLs also take the PSSA, the state level assessment of academic achievement.

Those students deemed eligible for ESL services participate in our ESL Program. The ESL program is designed to improve ELLs' English language proficiency and to also assure that they meet the academic standards in the content areas. The program focuses on the entire curriculum, including the entry and exit criteria. It includes both direct language instruction and adaptations to instruction and assessment in all content areas. The ESL teacher and content-area teachers collaborate in order to meet each ELL's specific needs. The ESL program provides ELLs with meaningful, comprehensible access to instruction in all content areas. Both pull-out and push-in are used depending upon the individual student's needs. During pull-out, students receive focused ESL instruction with a small group of students with similar language needs. During push-in, the ESL teacher works in

collaboration with the classroom teacher and utilizes effective instructional strategies to support ELLs' understanding of the content. The goals of the program are as follows:

-facilitate English language proficiency in all four language domains (listening, speaking, reading, and writing) necessary for academic success

-ensure that ELLs are able to successfully participate in academic content that is driven by state standards

-ensure that ELLs are able to communicate in English for both instructional and social purposes

-prepare ELLs for their transition into the general program of instruction

## **English Language Learners - Attachment**

- WIDA 2012

## **Graduation Requirements**

N/A. Northwood Academy is a K-8 school.

## **Special Education**

Northwood Academy Charter School offers a continuum of special education services that focus on providing the least restrictive environment for each student with an Individualized Education Program (IEP). There are 11 special education teachers and 1 classroom assistant who provide daily instruction for students in a learning support classroom, the resource room or in the general education classroom. Children are placed based on input and recommendations from the multi-disciplinary team and the IEP team.

Within each of those placements, student requirements are modified and/or accommodated as outlined in the IEP. Any additional supports and services deemed necessary by the IEP team are also implemented either inside or outside of the classroom. These services may include, but are not limited to, speech/language therapy, occupational therapy and/or psychological counseling. Northwood's goal is to allow students with special needs to participate in the general curriculum with non-disabled peers to the greatest extent possible.

General education teachers collaborate with the director of special education, the instructional coach, the principal, the school psychologist, the dean of students and/or special education teachers to insure access to the curriculum for students with special needs. This is an on-going process that allows for adjustments to the instructional program as necessary to promote academic success for all students.

Teachers are provided with procedures for requesting a formal evaluation for a student they believe to be in need of additional support. Parental requests for student evaluations are expedited immediately in keeping with IDEA regulations. This is coordinated through the school psychologist. In each special education setting, students are provided with rigorous instruction and strategies for success in the general curriculum. Student progress is continuously assessed and monitored to document growth and academic success.

*The Annual Notice of Services for Students with Disabilities Including Special Education and Protected Handicapped Students* is prominently posted in the school's lobby. Northwood Academy Charter also publishes an Annual Public Notice in the local newspaper and holds an information session for parents in the winter of each school year to provide information and answer questions about the available services and how they may be accessed.

## Special Education - Attachments

- Policy & Procedure
- Penn Data 2012 July 1 Report
- Penn Data 2012

## Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Patrick Oruska	1.00	Learning Support	Northwood Academy Charter School	12	N/A
Tiffani Jones	1.00	Learning Support	Northwood Academy Charter School	3	N/A
Matthew Burst	1.00	Learning Support	Northwood Academy Charter School	6	N/A
Kathleen Lowry	1.00	Learning Support	Northwood Academy Charter School	1	N/A
Colleen Shuda	1.00	Learning Support	Northwood Academy Charter School	7	N/A
Jamie Konrad	1.00	Learning Support	Northwood Academy Charter School	15	N/A
Kaitlyn Lynch	1.00	Learning Support	Northwood Academy Charter School	9	N/A
Loree Bain	1.00	Learning Support	Northwood Academy Charter School	13	N/A
Catherine Willard	1.00	Learning Support	Northwood Academy Charter School	8	N/A
Nicole Krajci	1.00	Learning Support	Northwood Academy Charter School	8	N/A

## Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
Delta School	1.0	Emotional Support	Delta School	1	APS
Green Tree School	1.0	Emotional Support	Green Tree School	4	APS

## Special Education Program Profile - Chart III

Title	Location	FTE
Director of Special Education	Northwood Academy Charter School	1.0
Certified School Psychologist	Northwood Academy Charter School	0.4
Classroom Assistant	Northwood Academy Charter School	1.0

## Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Therapeutic Consultant	Speech Therapy	1.0
Therapeutic Consultant	Occupational Therapy	.40

## SECTION IV. ACCOUNTABILITY

### Student Assessment - Primary

Test/Classification K	1	2	3	4	5	
PSSA/PASA	No	No	No	Yes	Yes	Yes
DIBELS	Yes	Yes	Yes	No	No	No
DRA	Yes	Yes	Yes	No	No	No
RIGBY	No	No	No	Yes	Yes	Yes
4Sight	No	No	No	Yes	Yes	Yes
PSSA-M	No	No	No	No	Yes	Yes

### Student Assessment - Secondary

Test/Classification 6	7	8	9	10	11	12
PSSA/PASA	Yes	Yes	Yes	No	No	No
PSSA-M	Yes	Yes	Yes	No	No	No
Rigby	Yes	Yes	Yes	No	No	No
4Sight	Yes	Yes	Yes	No	No	No

### Student Assessment

Northwood made AYP

### Student Assessment - Attachment

- AYP 2012

### Teacher Evaluation

*a.) List the main features of the school's teacher evaluation plan.*

Northwood Academy Charter School's main features of the teacher evaluation plan center around improvement of teacher instruction with student achievement as the goal.

Teachers are formally observed a minimum of two times a year. In the primary grades, the spring observation is of language arts instruction and the fall observation is mathematics. In the upper

grades, teachers are evaluated in their content area as well. We use Charlotte Danielson's Enhancing Professional Practice: A Framework for Teaching as our format. The Components of Professional Practice are broken down into four domains and are assessed using a rubric with narrative comments.

Domain 1: Planning and Preparation

Domain 2: The Classroom Environment

Domain 3: Instruction

Domain 4: Professional Responsibilities

Each observation is concluded with a written form and meeting with the teacher where overall comments and recommendations are reviewed. After supports are put in place, additional informal and formal observations are conducted if an unsatisfactory evaluation has occurred.

Informally, classroom walk throughs occur on a regular basis by our administrative team and instructional coaches.

***b.) List entities/individuals who are responsible for teacher and staff evaluation. c.) Describe professional development for the evaluators, particularly in the areas of special education and instructional techniques that are unique to the mission of the charter school and support student success.***

Formal Evaluations are conducted by the Principals, Patricia Mychack and Cindy Carey, along with CEO, Amy Hollister and our Instructional Coach, Rochelle Agris. The Director of Special Education, Pamela Friedman provides input on teacher performance where relevant.

Patricia Mychack holds a B.S. in Education from Slippery Rock University and a M.S. in Educational Administration from Gwynedd-Mercy College with a K-12 Principal's Certification. She is actively involved in NISL professional development courses through the PDE.

Cindy Carey holds a B.S. in Biology from Temple University and a M.Ed in Elementary Education from Cheyney University. Cindy holds her K-12 Principal's Certification from Cabrini College.

Pamela Friedman holds a B.S. in Education from Temple University, and a M.Ed from Chestnut Hill College, where she is also an adjunct professor of Special Education. She has completed course requirements in the Doctor of Special Education at Arcadia University. In addition she completed her Supervisor of Special Education certification through Arcadia University.

Amy Hollister holds a B.S in Education from Bloomsburg University in Special Education, an M.Ed. from Temple University in Curriculum and Instruction and Principal Certification from University of Pennsylvania. She was a classroom teacher for many years before becoming a Principal/CEO. She is actively involved in NISL professional development courses through the PDE.

Rochelle Agris is also a graduate of Temple University and is Pennsylvania certified in Elementary Principal with thirty years experience of evaluating and mentoring teachers.

Our administrative team attends PATTAN conferences and other professional development opportunities including the annual Pennsylvania Department of Education Conference, and the Pennsylvania Special Education Leadership Summer Academy. Each month at NACS, there is a professional development session about improving instruction that is also attended.

## **Teacher Evaluation - Attachments**

- Teacher Evaluation Reflection Sheet
- Teacher Evaluation Classroom Observation
- Teacher Evaluation
- PIP
- Teacher Observation Sheets

## SECTION V. GOVERNANCE REQUIREMENTS

### Leadership Changes

Our Board of Directors had two board members resign, Brian Cross and MaryBeth Crawford, both due to an onslaught of other personal commitments. The Board welcomed Max Klink as a new member. His expertise in Federal Grants, ESOL services and Instructional Leadership are a meaningful addition to the Board.

### Board of Trustees

Name of Trustee	Office (if any)
Valerie Jefferson	President
Brian Cross (resigned)	Vice-President
MaryBeth Crawford (resigned)	Secretary
Kristine Spraga	Treasurer
Jacqueline Williams	
Melissa Hentges	
Ann Marie Schultz	
Max Klink	

### Professional Development (Governance)

**Our retained legal firm, McElroy, Deutsch, Mulvaney and Carpenter Council, represents us in all legal matters relating to financial and operational matters. Additionally, Latsha, Davis, Yohe, and McKenna P.C. provide annual in-service regarding the Sunshine Law and the Public Officials Act. They are also retained for all matters pertaining to educational matters. Synergy Consultants are used to support the Board and CEO with strategic planning, organizational structures and contracts. The above mentioned professionals attend Board meetings as needed and advise as necessary.**

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

The Northwood Board of Directors meets monthly to review and approve reports and policies on the school's operations including, but not limited to, financial statements and fiscal expenditures, curriculum acquisitions, staff development, student activities and issues, student achievement, fundraising efforts, student enrollment, facilities updates, community relations, and overall activities in line with the vision of the school.

The Board does not have an active role in the day to day operations of the school. It is the responsibility of the CEO and administrative team to run the school. The CEO informs the Board President of any emergencies or crisis situations and provides continuous updates. In the event of concerns from within the community, they are brought to the CEO or Board member and then handled collectively.

In addition, Northwood has a cooperative and collaborative relationship with the School District of Philadelphia and the School Reform Commission. We worked closely with the Charter School Office to review and improve SPI and charter documents. Our CEO was also present at School District initiated gatherings and Pennsylvania Coalition of Public Charter Schools sessions. Our CEO is an active Board Member of Philadelphia Charters for Excellence (PCE) which brings together a high performing group of schools and leaders.

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

- Board Meeting Dates 2011-2012

## **Community and Parent Engagement**

We have an active parent volunteer community and an open door policy at Northwood. Parents support the school through volunteering in many capacities-classroom, lunchroom, field trips, sports teams, and clerical supports. We have an active fundraising team of staff members and parents who volunteer and coordinate our fall capital fundraiser and subsequent book fair(s). In addition, our parents are required to attend two meetings each year with their children's teachers to formally discuss each child's progress. This year, our website was redesigned to be more user friendly and has been instrumental in communicating with our families. Our family survey results proved that our families feel informed and have opportunities to be involved- over 98% satisfaction.

Our Board of Directors consists of a number of individuals who have community and/or parental ties who provide the active voice necessary for relationships to flourish and continue. We have an ongoing relationship with the School District of Philadelphia and its Office of Charter, Partnership and New Schools. Working in concert with this team has been instrumental in our continued growth. Our CEO also meets monthly with local education leaders and the Pennsylvania Coalition of Charter Schools to network and stay abreast of trends and available supports.

Our school has a partnership with Northwood Civic Association, which serves as the formal conduit to the surrounding community. An open communication channel has been established with state and local politicians City Councilwoman Maria Sanchez-Quinones, State Senator, Christine Tartaglione and State Representative John Taylor. This year, we hosted Representative Taylor to our campus for a general good neighbor visit. Some of our students and parents also met with various state politicians during our lobbying visit to Harrisburg.

On a monthly basis, our Principal meets with leaders of the surrounding schools and the captain of the local police district to share information about the community at large. This year, We hosted our third annual community helpers day- many officers from local police and fire stations attended and were honored.

Our active partnership with CORA Services continues and afterschool services for many of our students are conducted in conjunction with our school schedule and program. The CORA interaction has been expanded to include summer camp for many of our students. As we rent building space from the Archdiocese of Philadelphia, our relationship with St. Joachim's Parish and St. Francis Inn Foodbank has been of benefit to the neighborhood in terms of employment opportunities and community outreach programs.

Our school's mission continues to expand to encompass more philanthropic opportunities with Lafayette Redeemer Nursing Home, St. Jude Children's Hospital, American Cancer Association,

Women's Humane Society, Philabundance, Ronald McDonald House, Philadelphia Fire Department, Muscular Dystrophy Association, Diabetes Association, and SPCA.

## **SECTION VI. FINANCIAL RESPONSIBILITIES**

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

Cherrydale Farms Candy Sale, October 2011

Scholastic Book Fair, November 2011 & March 2012

These major fundraisers are planned for the upcoming school year as well.

### **Fiscal Solvency Policies**

**Northwood Academy Charter School has worked to be a fiscally responsible LEA throughout its first five years of existence. In order to achieve this goal, the school continues to develop and modify policies and procedures for the budgeting, purchasing and cash management.**

**The school works to develop a budget that serves as the guideline for all financial decisions. It takes into consideration the educational needs, administrative needs, and the operational needs of the school. After the budget is approved, it is used as the guideline for all purchasing and personnel decisions.**

**On a weekly basis, interim cash forecast is utilized to determine the inflow and outflows of cash activities. On a monthly basis, a financial package that includes a detailed budget to actual report, written narrative that explains variances to the budget, and cash forecast for the entire fiscal year, is prepared and presented to the Board of Trustees and the CEO. Any modifications to spending are approved by the Board of Trustees.**

**As major expenditures are needed, the CEO and Business Manager work together to determine what impact the expenditure has on the budget and present the case to the Board of Trustees for approval.**

**All financial and budgetary reporting is prepared in accordance with Generally Accepted Accounting Principals and the applicable standards set by the Government Accounting Standards Board.**

### **Accounting System**

Northwood Academy's accounting system is QuickBooks 2011. The general ledger structures and chart of accounts are in accordance with the Pennsylvania Department of Education guidelines. The Business Manager, Charter School Choice, posts all transactions. All staff are experienced in business management and accounting. All reports are generated to comply with the state's requirements.

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

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

- revenue expenditures fund balances 2012

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

The school has engaged Citrin Cooperman & Company LLP (1800 JFK Blvd, Phila, PA 19103) to conduct the audit for the period ending June 30, 2012. The audit is expected to be completed by October 1, 2012. Upon completion of the audit, the school will provide a copy to the School District of Philadelphia, and the PDE. Attached to this report is a copy of the engagement letter.

The most recent audit available was for the period ending June 30, 2011. A copy of this document is attached. The summary of the audit results were:

- The auditors' report expressed an unqualified opinion on the financial statements
- No reportable conditions relating to the financials statements are reported in the Independent Auditors' Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with Government Auditing Standards.
- No instances of noncompliance material to the financial statements of the School were disclosed during the audit.
- No reportable conditions in internal control over major federal award programs (i.e. Title I) were reported in the Independent Auditor's Report on Compliance with Requirements Applicable to Each Major Program and Internal Control over Compliance in Accordance with OMB Circular A-133.
- The auditors' report on compliance for the major federal award program for the school expresses an unqualified opinion.
- There were no audit findings, which were required to be reported in accordance with Section 510(a) of OMB Circular A-133.

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

- Audit for 2012 annual

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

There were no citations or request for follow-up.

## **SECTION VII. FACILITY RESPONSIBILITIES**

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

Northwood Academy purchased furniture as needed and to replace any that was broken.

Northwood also purchased replacement computers and 4 iPad carts.

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

Northwood Academy is still operating at two sites- Castor Avenue, our main campus and Penn Street our smaller school. Construction on 16 new classrooms, a new cafeteria/kitchen and gymnasium/auditorium began in August 2011 and the expected completion date is December 2012. We will continue to use both facilities throughout the construction phase and all convene at the Castor campus afterwards. This renovation will allow us to improve our school cohesion, arts programming, community space, nutritional wellness and safety.

To meet the needs of our 21st century learners and to increase our workflow as professionals, we will continue to outfit our school with up-to-date technology such as improved Wi-Fi/networking/servers and audio-visual equipment for our newly constructed gymnasium/auditorium. We will continue to replace technologies as needed within our budget.

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

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

**1. Describe how the charter school has complied with health and safety requirements (e.g., fire prevention, safety standards, requirements to hold fire drills), and provide appropriate evidence of maintaining health and immunizations records for students. Provide evidence that the Request for Reimbursement and Report of School Health Services has been submitted.**

Fire drills are held as required and a log is maintained in the main office. Our building has been inspected and is up to code. We have a full time nurse who maintains records in

accordance with Philadelphia School District policies and protocols. Reports are submitted as required. We also contract with a certified school nurse, dentist, and doctor.

## **2. Health & Immunization Records for Students**

All Kindergarten and transfer students have their records screened by the school nurse. All records must be current in order for the child to begin school. If the child's records are incomplete they may not attend school.

In addition, our school nurse maintains up-to-date health and immunization records including 6th grade physicals. She also facilitates hearing and vision screenings.

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

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

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

Goins and Hewitt, Inc. - Property and casualty insurance, workers compensation, D & O, Student Accident

Aetna Health Insurance and Met Life — Health & Dental

Knight Brook Insurance Co — Auto

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

- Accord 2012

## **SECTION IX. ADMINISTRATIVE NEEDS**

### **Quality of Teaching and Other Staff**

At Northwood we believe that excellent teachers are the cornerstone of our success. We provide intensive support and invest heavily in professional development and graduate studies. Our staff is held to extremely high standards and is truly a Professional Learning Community (PLC) which holds one another accountable. Collaboration is a norm that is supported by all members.

We have an instructional staff of 59 teachers, all of whom are highly qualified. Forty-six percent of the instructional staff currently holds a Masters Degree. Another twenty-two percent are pursuing their Masters Degree. One educator on staff is enrolled in a Doctoral program. Currently, our paraprofessionals completed their credentials of competency for the "Foundations of Special Education", which is outlined by the Pennsylvania Board of Education.

For the past five summers, in August, teachers are sent to Columbia University, in New York City, to be trained in the “Teachers College Reading and Writing Project”. Twenty-eight teachers are trained and qualified to teach writing, outlined by Teachers College Writing Project.

Our Special Education Team is trained and utilizes the “ESped” program. This enables our teachers to create personalized IEPs that are in compliance with the state.

Our highly qualified teachers maintain current status with the collection of Act 48 hours. They are striving to attain Level II Certification, some of which are already held.

Teachers are sent on various professional developments throughout the school year and the summer months to keep them refreshed and modern with educational techniques and philosophies.

## Quality of Teaching and Other Staff - Attachment

- ACS 2012

## Student Enrollment

Our enrollment history maintained at or about the 775 to 785 mark throughout the course of the year.

### Enrollment History for 2011-2012

Grade	Student Numbers
Kindergarten	92
1 <sup>st</sup>	93
2 <sup>nd</sup>	88
3 <sup>rd</sup>	89
4 <sup>th</sup>	86
5 <sup>th</sup>	85
6 <sup>th</sup>	83
7th	78
8th	73
Ungraded/Special Education	7

Ø Provide the number of students who completed the 2011-2012 year who are currently enrolled to return in September.

**Ø Provide numbers of students who were required to leave the school (expulsions, other), and the numbers who left voluntarily.**

Eleven students left voluntarily and we immediately filled their slots from a random lottery for children in our geographical range.

**b.) Discuss any trends in enrollment including student turnover and retention data. Drawing upon exit interviews and other sources, explain why students choose to, or not to, return to the school. If the school is under-or over-enrolled based on the charter, provide an explanation.**

Based on our intent to return forms, we are expecting a return rate of 98% after our seventh year. Five students who are not returning have indicated that they are moving out of the area. Four students indicated they will be attending public schools and one student will be attending a parochial school. As our school is located in a high transition neighborhood, we lose several children a year due to relocation. We fill our slots from our waiting list as needed. Due to our plans to consolidate we have not filled slots in the upper grades (5th -7th). Some grades require intensive remediation and are kept smaller on purpose.

There are currently no supporting documents selected for this section.

There are currently no supporting documents selected for this section.

## **Transportation**

## **Transportation**

As per our contract with the School District of Philadelphia, we provide our own transportation. Under this agreement, we comply with all federal, state, and local transportation and school bus driver statutes. Under the direction of a Transportation Director, Northwood Academy Charter School operates a fleet of seven school buses and one van to provide transportation for the students. Curb to curb service is provided for those students who qualify.

## **Food Service Program**

Northwood Academy operates a full kitchen at the Castor site, which is licensed by the City of Philadelphia. The students at the Penn Street site receive boxed lunches provided by the School District of Philadelphia. We do participate in the Free and Reduced Lunch (FRL) program. Our lunches are prepared in accordance with the federal guidelines. Northwood is currently in the process of following PDE protocol to award a food service contract to a Food Service Management Company.

## **Student Conduct**

Northwood Academy Charter School is committed to creating an environment conducive to student learning where respect for fellow community members is paramount and problems are resolved before they become disciplinary matters via the use of positive reinforcement. Students are expected to show “Northwood Pride” during school and at all school functions.

Northwood Norms:

Northwood family members are responsible

Always have a “take pride attitude”

Care for our environment

Show respect

These tenets were developed to instill pride and to guide and shape behavior in a positive manner.

Positive behavior support is utilized throughout the school community to promote safety, order, and responsible conduct in all school related activities. Appropriate behavioral interventions, which are recognized as best practices, are used to achieve student success in behavior. In each case, the procedures to be used are discussed with the parent/guardian prior to implementation. When a student fails to respond to non-punitive measures, disciplinary action may be required. In all cases, the disciplinary action is intended to gain the attention of the student and to discourage future misbehavior.

The Northwood Academy Student Code of Conduct is in compliance with Public School Code and contains all disciplinary expectations and procedures, including due process. Each student and their parent/guardian have received a copy of this document and have signed off in agreement.

During the 2011-2012 school year, there were 114 students suspended for 173 instances of violation of school rules. This is a 25% reduction in suspensions from the 2010-2011 school year. There were 230 suspensions during that year.

Of the 114 students who received school suspensions, 80 (70%) were suspended one time only, 29 (25%) had 2-3 suspensions and 5 (4%) had more than 3 suspensions. Those students who were suspended more than three times were generally placed on individualized behavior plans in an effort to assist the student in achieving positive behavioral results.

There are on-going efforts to promote positive behavior across environments in the form of home visits, school-wide incentives, classroom incentives and individualized incentives. This is overseen by Northwood's School Safety Net Team.

## **Student Conduct - Attachment**

- Code of Conduct

## **Signature Page**

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

School Year: 2012

The Northwood Academy 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 Northwood Academy 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:** Amy Hollister   **Title:** CEO  
**Phone:** 215-289-5606   **Fax:** 215-289-5464  
**E-mail:** ahollister@northwoodcs.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:** Valerie Jefferson   **Title:** President  
**Phone:** 215-289-5606   **Fax:** 215-289-5464  
**E-mail:** vsj.1238@gmail.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:** Pamela Friedman   **Title:** Director of Special Education  
**Phone:** 215-289-5606   **Fax:** 215-289-5464  
**E-mail:** pfriedman@northwoodcs.org

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*Signature of the Special Education Contact Person and Date*

### **Signature Page - Attachment**

- signature page 2012