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# Pennsylvania Department of Education

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

## **Charter Annual Report**

**Tuesday, May 07, 2013**

**(Last Accepted: Monday, October 03, 2011)**

**Entity:** Southwest Leadership Academy CS

**Address:** 7101 Paschall Ave  
Philadelphia, PA 19142

**Phone:** (215) 475-5362

**Contact Name:** Mark Allen

# CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

## Summary Data Part I

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

**Name of School:** Southwest Leadership Academy CS

**Date of Local Chartering School Board/PDE Approval:** May 2012

**Length of Charter:** 5 years    **Opening Date:** August 2007

**Grade Level:** K-8    **Hours of Operation:** 8:00 am - 5:00 pm

**Percentage of Certified Staff:** 94.7%    **Total Instructional Staff:** 21

**Student/Teacher Ratio:** 1:25    **Student Waiting List:** 325

**Attendance Rate/Percentage:** 90.98%

## Summary Data Part II

Enrollment: 410 Per Pupil Subsidy: \$8,773

### Student Profile

American Indian/Alaskan Native:	0
Asian/Pacific Islander:	4
Black (Non-Hispanic):	404
Hispanic:	0
White (Non-Hispanic):	1
Multicultural:	1

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 77.9%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 33

### Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	N/A	N/A	181	181	181	N/A	181
Instructional Hours	N/A	N/A	1030	1030	1030	N/A	1030

## SECTION I. EXECUTIVE SUMMARY

### Educational Community

Southwest Leadership Academy Charter School is located in Southwest Philadelphia, a low-income urban community, and educates students in grades Kindergarten through eighth grades. Each grade level consists of two single gender classrooms, one male class and one female class. One full-time teacher is assigned to teach each class, with additional instructional support from classroom aides and specialists. Through this unique single-gender model, teachers are trained on brain-based strategies to teach girls and boys differently.

The student body of Southwest Leadership Academy Charter School is comprised of 412 students from the Southwest neighborhood. Of our students from this past year, 77% of the population came from the area codes of 19142, which is our area code, and 19143 which is the adjacent neighborhood. The majority of our students (98.4%) are of African American ethnicity while the remaining 1.6% is represented by Asian and Caucasian students. We are a schoolwide Title I school with over 70% of our students qualifying for free and reduced lunch. Our student to teacher ratio is 25:1.

Southwest Leadership Academy Charter School prides itself on its partnerships with organizations including, but not limited to No Limit Leaders Youth Inc. and The Gurian Institute for Single Gender Learning. Through our partnership with No Limit Leaders Youth Organization, SLACS has developed its own unique leadership curriculum. Partnering with The Gurian Institute has provided our teachers with training on single-gender learning. This dynamic leadership

curriculum and focus on single-gender learning affords our scholars the opportunity to achieve the vision and mission of our school.

## **Mission**

The mission of SLACS is to foster the next generation of community leaders by:

- Providing a unique educational program that offers rigorous and research-based academic instruction.
- Implementing a Leadership Curriculum, unique to SLACS, that will develop leadership skills essential to enacting change within the community.
- Adopting a single-gender education model and implementing effective research-based practices and strategies that align with this model.
- SLACS teachers are highly qualified and held to the highest instructional standard, as set by the Instructional Leader. Teachers participate in regular professional development to ensure a high quality of instruction.

## **Vision**

The vision of SLACS is to build leaders one child at a time by changing their definition of reality. This change will allow our students to believe in their importance, know their potential, and seize their opportunities, which are fundamental concepts of leadership. Through the transformation of our students, many of whom may be from Southwest Philadelphia, SLACS ultimately aims to transform the Southwest community by bringing leadership, integrity, courage, concern and scholarship back into the community.

SLACS will complete this transformation through a superior-performing elementary and middle school that has high expectations for every child and that challenges each child to surpass all Pennsylvania performance standards. Within our program, we aim to provide a well-rounded education that uses leadership and character development to promote excellence in all areas: cognitive, social, emotional, and moral. Children will not only excel academically, but also will discover leadership skills, a commitment to the community, self-discipline, self-reliance, and their own inherent importance. With this knowledge, our students will have received the support and guidance they need to become productive and responsible citizens. We aim to transform each child so that SLACS will ultimately serve as a catalyst for community revitalization in Southwest Philadelphia.

## **Shared Values**

## Shared Values

The Southwest Leadership Academy Charter School is committed to the success of our students. We are aware of the many challenges our students face that plague our community. SLACS strengthens proficiency in reading, writing, mathematics, and science and the lack of leadership and character development. Ultimately, we believe that SLACS will be a high-performing school that provides our students a strong educational foundation along with the personal development to become leaders, productive citizens and positive influences on the Southwest Philadelphia community and globally.

### SLACS Shared Values

- Every child is a leader waiting to be fostered.
- Every child is capable of high academic achievement.
- Every child can positively impact and contribute to the school and community.
- A collaborative learning environment with teachers, parents, and school staff is integral to every child's education.
- Inclusiveness and an appreciation for both our own and other cultures strengthen the learning process
- Every child needs a positive and hopeful definition of reality in order to succeed.

## Academic Standards

In an effort to accomplish our mission of producing students who meet or exceed each of the Pennsylvania academic and common core standards across all curriculum areas, Southwest Leadership Academy Charter School's curriculum focuses on the basic four subject areas of English-Language Arts, mathematics, social studies, and science. Another crucial daily element of the curriculum is on leadership. Please find below a discussion of the school's curriculum components.

### English-Language Arts

- Grades K-6: Harcourt Journeys
- Grades 7-8: HMH Literature
- Classroom Leveled Libraries

### Mathematics

- Grades K-5: Harcourt Go Math!
- Grades 6-8: HMH Mathematics
- Grade 8: Algebra 1

### Science

- Grades K-8: Science Fusion

### Social Studies

- Grades K-5: Harcourt Social Studies
- Grades 6-8: HMH Social Studies (Grade 6 - World Geography, Grade 7 - World History, Grade 8 - US History and African American History)

## Specialists K-8

- Visual Arts
- Technology/Computer Science
- Music
- Physical Education/Health

## Leadership K-8

- Civic Engagement - project-based community involvement school-wide initiatives three times per school year
- Civic Engagement - monthly requirements for number of hours completed
- School-wide Incentive Program
- School-wide Merit/Demerit System aligned with Leadership Competencies
- Monthly Focus on Leadership Competencies with daily lessons - Civic Engagement, Self-Awareness, Respect, Pride, Abundant Thinking, Leadership, Self-Control
- Alignment of Leadership Competencies with other subject areas
- Leadership-based field trip for each grade level
- Daily check-ins/check-outs at beginning and end of leadership instructional block - designed to focus on current events aligned with monthly leadership competency
- Monthly school-wide leadership meetings
- Leadership electives/internships every six weeks for students in grades 6-8

Development, supervision and continual assessment of the educational program occurs at multiple levels. Student assessment is done using Acuity/Benchmark System, state assessments and standardized tests, DRA and DIBELS to evaluate instructional outcomes and strategies on a student-by-student basis. It occurs at the classroom level, where teachers work together and with a mentor to assess class-level performance and teaching strategies. Methods used to conduct these assessments include grade-group meetings, principal observations of teacher performance, periodic conferences between the principal and the teachers, goal-setting conferences between the principal and teachers and, a professional development committee to determine certain teacher training needs. And finally, it occurs at the school level where the principal and teachers assess the overall impact of the educational program. A wide variety of data were utilized to examine each desired student outcome and to implement any necessary adjustments or interventions in order to ensure continuous improvement of the educational program. A variety of innovative teaching methods that included differentiated instruction, cooperative learning, project-based learning, single-sex instruction, and an extended school day were employed to meet the academic needs of all children and to accommodate students' learning styles.

### **Differentiated Instruction**

Because students learn in different ways, our teachers are given the necessary tools to assess the appropriate method for given situations by examining readiness, interest and learning style of students along with past performance data. To meet student needs, teachers implement a variety of scenarios such as single-gender learning techniques, grouping students by interest, activities at different levels of complexity, whole group instruction, or one-on-one instruction utilizing the paraprofessional.

### **Peer Teaching**

Peer teaching is a progressive teaching technique where students are granted the opportunity to act as teacher to their peers. It is self-directed and teaches students to apply the skills they've

used in the classroom in a unique and challenging way. A skill that is strengthened during this exercise is group collaboration.

### **Cooperative Learning**

As an additional strategy, teachers support a cooperative learning classroom. In this environment, students work in teams of different ability levels and all team members are responsible for the learning of the group. This method places accountability on the teams, rather than an individual student, and so helps students work together effectively.

### **Project-based learning**

The curriculum of the school provides many opportunities for students to participate in project based learning. Students in project-based classrooms attempt to complete 'real life' and/or 'simulated' projects that use work-based and/or life-based experiences as the basis for classroom activities. As previously mentioned, teachers implement at least 3 school-wide project based learning initiatives within the Southwest Philadelphia. Project based learning offers learners' totally-integrated work and learning experiences developed specifically around the completion of projects that produce tangible results.

Students complete projects, and by doing so they effectively learn to think critically, analyze information, communicate ideas, make logical arguments, work as part of a team, and take a greater level of responsibility for their own learning.

### **Single-sex Instruction**

Single-sex schools have long been considered standard practice for elite private schools in the United States. Research on single-sex schools strongly indicates that single-sex programs transform the climate of even the most disruptive learning environments. Single-sex instruction releases students from traditional social pressures and allows them to focus on academic excellence.

Practitioners and researchers of single-sex instruction have documented the strong advantages of its approach. "There's a camaraderie, if you will, that prevails in single-gendered schools that's different," writes Ann Rubinstein, the founder of the successful Young Women's Leadership School in Harlem. "For a lot of girls, it builds confidence and leadership..." Rubinstein goes on to say, "giving girls time and space to take advanced math and science classes without the social pressure of male classmates makes all the difference." Dr. Rosemary Salomone, a professor and researcher from St. John's University, echoes this testimonial. Dr. Salomone remarks that "research indicates students in single-sex schools are more likely to defy gender stereotypes, with women pursuing advanced studies in the natural sciences and men pursuing advanced humanities subjects."

There is a wide and rapidly growing body of evidence to support the efficacy of single-sex learning environments. Two of the many studies include 1) "[Single-Sex Education: Ready for Prime Time?](#)," Leonard Sax, M.D. August 2002, and 2) "[Escaping Stereotypes: Educational Attitudes of Male Alumni of Single-Sex and Coed Schools](#)," Abigail Norfleet James and Herbert C. Richardes. *Psychology of Men & Masculinity* 2003, Vol 4, No.2, 136-148. An excellent repository of clinical research on single-sex education can be found online at: [www.singlesexschools.org](http://www.singlesexschools.org).

Teachers are fully supported in their delivery of single-sex instruction and are provided with staff development that exposes them to the differing developmental processes and learning styles of boys and girls and teaches them how to effectively implement classroom and instructional strategies that best address each gender. Our most recent partnership with The Gurian Institute

for Single Gender Learning provides ongoing professional development regarding building effective single-gender classrooms.

### Extended School Day

The goal of the daily schedule is to devote significant time blocks to reflect our educational mission of emphasizing reading, math, science, social studies, leadership, and specials and to allocate adequate instructional time for each subject area so that students can meet and/or exceed the Pennsylvania learning standards.

As shown below, the school provides an extended school day to ensure sufficient time for properly implementing its educational program. The duration of the school day is 8 hours as compared to the typical public school day of 7 hours. This represents an increase in the school day of approximately 15%. School begins at 8:00am and ends at 4:00pm, as allowable by facility and other constraints.

Program Component	Extended Day Schedule (Grades K-8)		Time (specific times differ by grade)
	Daily Time Allocation	Weekly	
Breakfast	15 minutes	75 minutes	8:00am - 8:15am
Attendance/Morning Routines	30 minutes	150 minutes	8:15am — 8:45am
Constructed Response	15 minutes	75 minutes	8:45am — 9:00am
ELA Reader's/Writer's Workshop	120 minutes	600 minutes	8:00am — 10:00am
Lunch/Recess	45 minutes	225 minutes	11:00am — 11:45am
Mathematics	90 minutes	450 minutes	11:45am — 1:15pm
Science	45 minutes	135 minutes	1:15pm — 2:00 pm
Social Studies	45 minutes	90 minutes	1:15pm - 2:00pm
Art/Technology/PE	45 minutes	225 minutes	2:00pm — 2:45pm
Leadership	45 minutes	225 minutes	2:45pm - 3:30pm
Closing Routines/Dismissal	15 minutes	75 minutes	3:30pm — 3:45pm
Sustained Silent Reading/Minute Math	15 minutes	75 minutes	3:45pm - 4:00pm
<b>Extended Day Total</b>	<b>480 minutes/ 8 hours</b>	<b>2400 minutes</b>	

In order to build a strong literacy foundation and to fully explore literature, writing, and cross-cultural learning experiences, 120 minutes each day is allocated for English language arts. Mathematics instruction is provided 90 minutes daily so that there is sufficient time to concentrate on basic skills and higher order mathematical thinking skills. In an effort to provide meaningful learning experiences in science, 45 minutes, 3 times per week is allocated to conduct experiments and deep exploration. In social studies, the school devotes 45 minutes, 2 times per week. Art/Technology/PE/Music is provided 1-2 times per week, 45min. each period. Leadership is held daily for 45 minutes in each class with the child's homeroom teacher acting as the facilitator.

### Strengths and Challenges

Strengths:

Southwest Leadership Academy Charter School is an academic institution with strengths that provide scholars with opportunities for success. The SLACS Curriculum is aligned with PA and common core standards. The school has a strong leadership team which does turnaround training. There is ongoing

professional development and frequent academic coaching for teachers. The school has weekly school-wide instructional focuses that help guide instruction. In addition, teachers and scholars are provided with surveys that allow for data analysis and improvement. The inclusion model is employed for special education. Due to the differing learning styles of boys and girls, classrooms are aligned by gender to ensure that students receive a personalized education from well-trained instructors.

SLACS is a high performing school that provides our students with a strong educational foundation, along with personal development, that builds leaders, productive citizens and positive influences on the Southwest Philadelphia community. The Board of Trustees members have strong ties with a number of respected community-based institutions and community leaders that provide services and support to the Southwest Philadelphia region.

Leadership is embedded into the school day and academic curriculum through activities such as: inspiration and education through the example of heroes during social studies, reading and discussing stories with moral themes in Literacy, reviewing fairness and cooperation when playing games in math, and electing one student to lead an activity in physical education class. Through these activities, students are fulfilling learning expectations such as responsible behaviors, good citizenship, developing a positive self-image, defining the characteristics of leaders, enhancing and applying decision-making skills, and examining the needs and concerns of others.

The school employs standards-based and research-proven curriculum, with particular emphasis on the core subject areas of Literacy, Mathematics, Science and Social Studies. The school implements instructional best practices and a variety of assessments to measure on-going student progress in skills and content learning, and will continue to support teachers with professional development opportunities that are aligned to the instructional program. SLACS's emphasis on core subjects will continue to give students a strong academic foundation that will allow them to become critical thinkers and life-long learners.

While it is critical that students receive classroom-based teachings on character and leadership, SLACS believes that an equally important piece is to put those lessons into action outside the classroom. These real-life experiences connect our students with their communities through service-learning and community service. In-class teachings are reinforced through the opportunity to make actual choices outside the classroom.

#### Areas for Improvement:

The existing achievement gap in reading between boys and girls is an area of great concern. To address this challenge, a rigorous and ongoing professional development partnership with the Gurian Institute has been put in effect to train faculty in the single-gender instructional model.

Our Special Education students are an integral part of our school community. A goal is to raise their PSSA scores so that they show academic growth.

Our facilitators need to become more familiar with guided reading behaviors so that they are better able to address the needs of all students during the literacy block.

Reading comprehension continues to be a struggle for students. To address this need, teachers will be given weekly comprehension strategies to guide their instruction.

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

### **Strategic Planning Process**

The strategic planning process will include the following:

1. Convene a Core Planning Group with the following charge:

- Identify team members

- Establish constituent roles including faculty/staff, administration, Board, community

- Identify preliminary strategic issues that include data, programs, and policies.

- Establish reporting relationships

- Identify expected outcomes

2. Create a data portfolio. This will include perceptual, demographic, program and achievement data to help shape goals and the planning process. These goals will be measured through data from school and statewide assessments.
3. Involve key stakeholder groups - students, parents, community, Board - to obtain input using such methods as SWOT (strengths, weaknesses, opportunities, threats); interviews, surveys, and workshops with focus groups; best practice information gathered from peer institutions.
4. Refine vision and mission statements, statement of core values, and overarching goals where necessary.
5. Identify a set of goals that implements the school's mission and closes the gap between the school's current state and its future vision.
6. Form teams/work groups around prioritized goals, identify key action strategies essential to the accomplishment of identified goals, and outline outcome-based objectives that advance each strategy.
7. Coordinate implementation of action plans. Review and align plans, provide resources called for in the plans, and take supportive action steps.
8. Measure and communicate results.

### **Strategic Planning Committee**

<b>Name</b>	<b>Affiliation</b>	<b>Membership Category</b>	<b>Appointed By</b>
Allen, Mark	SLACS	Business Representative	Board
Burke, Aileen	SLACS	Middle School Teacher	Principal
Evans, Alphonso	SLACS	Administrator	Board
Fennelly, Kathryn	SLACS	Administrator	Principal
Finklea, Joyce	Parent	Parent	Principal
Lewis, Yolanda	SLACS	Parent	Principal
McKinney, Christopher	SLACS	Special Education Teacher	Principal
Meade, Joseph	Community Representative	Board Member	Board
Moore, Virginia	Community Representative	Business Representative	Board
Morris, Allison	SLACS	Elementary School Teacher	Principal
Paulette Royster	SLACS	Administrator	Board

## **Goals, Strategies and Activities**

### **Goal: Curriculum and Instructional Program**

**Description:** Develop and implement a rigorous standards-based curriculum and instructional program that engages all students through effective, varied, and research-based practices.

#### **Strategy: Academic Schedule**

**Description:** Implement a stream-lined academic schedule that provides a 120 minute block for reading instruction, and a 90 minute block for mathematics instruction daily. The schedule will also provide teachers with a 45 minute meeting time to discuss and analyze instruction and data with administrators and small learning communities.

#### **Activity: Block Scheduling**

**Description:** Develop and implement block scheduling for reading and mathematics instruction.

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

None Selected	Start: 9/29/2011 Finish: Ongoing	-
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**Status:** Complete

#### **Strategy: Scope and Sequence**

**Description:** Create a scope and sequence for each grade across all SLA curriculums that will bring order to the delivery of content, support the maximizing of student learning, and offer sustained opportunities for learning. This scope and sequence will be standards-based and

reflect grade level objectives based on assessment benchmarks.  
Create a curriculum-based scope and sequence that aligns with the vision and mission of SLACS as well as Pennsylvania State Academic Standards.

### **Activity: Scope and Sequence**

**Description:** Implement scope and sequence (planning and scheduling timelines) for all curricular areas that reflect grade-level objectives and align with PA Academic and Common Core Standards.

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

Fennelly, Kathryn	Start: 8/20/2012	-
	Finish: Ongoing	

**Status:** Complete

## **Goal: Equitable Access to Technology**

**Description:** We will provide students with equal opportunity to access, evaluate, synthesize and communicate information in all formats; thus ensuring that students will attain educational technology and information literacy skills.

### **Strategy: Equitable Access to Technology**

**Description:** Students will attend technology lab five times a week. Students have access to three computers in every classroom connected to the Internet

Successfully implement Mimeo Board pilot program in Kindergarten through Eighth grades as well as in the SLACS Technology Lab.

Establish mobile laptop carts throughout the school building.

Build and create an interactive Cybrary on the third floor of our building, where our current library is housed. A Cybrary is a purely digital library, a pure digital collection with digital services and computer workstations.

### **Activity: Students will use word processing software to compose a report**

**Description:** Students write letters, stories, and poetry and create file, which will be transferred to PC's for revision, formatting, and inclusion into larger projects.

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

None Selected      Start: 9/4/2012      \$300.00  
Finish: Ongoing

**Status:** Complete

**Date      Comment**

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7/31/2012 Process began in the 2011-2012 school year and will continue in upcoming school year.

### **Activity: Spreadsheets**

**Description:** Students will design and construct a simple spreadsheet and use it to interpret information

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

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None Selected      Start: 9/4/2012      \$3,000.00  
Finish: Ongoing

**Status:** In Progress — Upcoming

**Date      Comment**

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7/31/2012 Process began in the 2011-2012 school year and will continue in upcoming school year.

## **Goal: Evaluation and Assessment to Monitor Instruction**

**Description:** Use multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.

### **Strategy: Data Analysis**

**Description:** Improve student performance on state and school-based assessments through careful analysis of multiple source data. Create a data room in order to actively monitor school-wide and individual student data. The analysis of this data will provide teachers with feedback that will enable them to adapt to and effectively meet the diverse learning needs of their students.

### **Activity: Data Analysis to Inform Instruction**

**Description:** Analyze multiple sources of data.  
Persons Responsible: Principal, Instructional Specialist

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

Fennelly, Kathryn	Start: 9/29/2011	-
	Finish: Ongoing	

**Status:** Complete

#### **Date      Comment**

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7/31/2012	Process began in the 2011-2012 school year and will continue in upcoming school year.
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### ***Strategy: Utilization of Reading Assessment Tools***

**Description:** Ensure that teachers understand and effectively utilize reading assessment tools in order to effectively monitor student progress and thus drive the instructional practices and interventions implemented in the classroom.

#### ***Activity: Data Analysis to Inform Instruction***

**Description:** Analyze multiple sources of data.  
Persons Responsible: Principal, Instructional Specialist

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

Fennelly, Kathryn	Start: 9/29/2011	-
	Finish: Ongoing	

**Status:** Complete

#### **Date      Comment**

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7/31/2012	Process began in the 2011-2012 school year and will continue in upcoming school year.
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### ***Strategy: Utilization of Data to Design Instruction***

**Description:** Utilize a variety of ongoing assessments as instruments to design and adapt instruction to ensure quality learning (i.e. Accuity, DRA, DIBELS, WRAP, Key Math, etc.)

#### ***Activity: Data Analysis to Inform Instruction***

**Description:** Analyze multiple sources of data.  
Persons Responsible: Principal, Instructional Specialist

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

Fennelly, Kathryn	Start: 9/29/2011	-
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Finish: Ongoing

**Status:** Complete

**Date**      **Comment**

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7/31/2012 Process began in the 2011-2012 school year and will continue in upcoming school year.

## **Goal: MATHEMATICS**

**Description:** At least 67% of all students will be proficient in Mathematics, as measured by the annual state-wide PSSA assessments.

### **Strategy: Student Data**

**Description:** Analyze and monitor individual student data/achievement from multiple assessments (formative, interim, and summative) to guide, improve, and focus teacher's instructional strategies and interventions

### **Activity: Grade Group and CSAP meetings**

**Description:** Weekly grade group meetings to analyze student data; As a grade and/or content area, develop targeted instructional strategies and/or interventions to improve student academic achievement

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
None Selected	Start: 9/4/2012 Finish: 6/28/2013	-

#### **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>
2.00	18	7
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
Southwest Leadership Academy Charter School	<ul style="list-style-type: none"><li>• School Entity</li><li>• Intermediate Unit</li><li>• Individual</li></ul>	Approved

<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
Improved instructional strategies, techniques, and interventions;	Over the last 15 years, researchers have demonstrated the powerful effects that teachers can have on	<i>For classroom teachers, school counselors and education specialists:</i>

improved data analysis skills; self-reflection; improved content knowledge

increasing student achievement. However, distilling how teachers influence learning is much more difficult if teacher, school and student data systems are not linked. Connecting student information with teacher preparation, instructional practices, professional development and working conditions is essential to understanding how and why teachers are able to improve student outcomes.

- 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.

*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.

**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.</li> </ul>	<ul style="list-style-type: none"> <li>• Early childhood (preK-grade 3)</li> <li>• Middle (grades 6-8)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading, Writing, Speaking &amp; Listening</li> <li>• Science and Technology</li> </ul>

- principals
- Other educational specialists
- Elementary (grades 2-5)
- Kindergarten Early Learning Standards
- Mathematics

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> <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> </ul>

**Status:** Complete

Date	Comment
7/31/2012	Process began in the 2011-2012 school year and will continue in upcoming school year.
7/23/2009	Weekly grade group meetings took place during the school year; as a grade and /or content areas to analyze student data. Data collection encompassed; 4sight(3rd and 4th grades), Dibels, Unit assessments, DRA along with teacher assessments.

## **Goal: Professional Development**

**Description:** Provide research-based, results driven professional development opportunities that will enhance the abilities of teachers and staff to provide quality, relevant instruction needed to prepare students for the 21st century.

**Strategy: Common Planning Time**

**Description:** Use common planning time for weekly meetings with grade partners, administrators, special education teachers, and teaching coach to assess student work and assessment data and guide further instruction.

### **Activity: Common Planning Time**

**Description:** Schedule teachers with common planning time (grade level or subject area) for weekly meeting with administrators and small learning communities..

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

None Selected	Start: 9/29/2011	-
	Finish: Ongoing	

**Status:** Complete

### **Strategy: Conference Attendance**

**Description:** Provide opportunities for teachers to attend relevant conferences to improve student learning and achievement.

### **Activity: Professional Days**

**Description:** Approve teacher requests for professional days within budget limitations.

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

None Selected	Start: 10/29/2011	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

#### **Date      Comment**

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7/31/2012	Process began in the 2011-2012 school year and will continue in upcoming school year.
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### **Strategy: Professional Development**

**Description:** Provide teachers with monthly professional development that focuses on, but is not limited to, the following topics:

- i. Differentiating instruction through guided reading, small group instruction, and a variety of other instructional modalities.
- ii. Implementing lessons that require higher order thinking skills and questioning of students.
- iii. Implementing effective teaching strategies that support the diverse learning needs of the students at SLACS.

- iv. Effectively aligning lessons with PA Eligible Content and Common Core Standards.
- v. Analyzing assessment data in order to effectively drive instruction and accommodate individual student needs.
- vi. The single-gender education model.
- vii. Leadership curriculum and competencies.
- viii. Technology implementation in classroom instruction.

### **Activity: Monthly Professional Development**

**Description:** Provide monthly professional development on identified ongoing topics and goals.

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
None Selected	Start: 9/4/2012 Finish: 6/28/2013	-

#### **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>
1.00	9	15

<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
Southwest Leadership Academy Charter School	<ul style="list-style-type: none"> <li>• School Entity</li> </ul>	Approved

<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
Differentiated instruction Questioning that requires then use of higher order thinking skills Aligning lessons with PA standards Single-gender education model Technology implementation in classroom instruction Leadership curriculum and competencies	Review of best practices literature by Principal and Instructional specialist.	<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</u></li> </ul>

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.

### **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>• 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></ul>

### **Follow-up Activities**

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- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Analysis of student work, with administrator and/or peers
- Creating lessons to meet varied student learning styles

### **Evaluation Methods**

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- Participant survey
- Review of participant lesson plans

**Status:** Complete

### **Date**      **Comment**

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7/31/2012 Process began in the 2011-2012 school year and will continue in upcoming school year.

### **Strategy: Teacher Support**

**Description:** Strengthen teacher support by providing them with the consistent support and feedback of an instructional specialist and teacher mentor.

Continue to implement a mentoring and induction program for all new teachers so that they

become eligible for Level II Instructional Certification.

Continue to implement a teacher survey that will ask teachers for their input regarding SLACS programs, leadership, and overall thoughts. This survey will provide constructive feedback to administration regarding policies, programs, and leadership.

Provide weekly hour long professional development, and monthly half-day professional development focused on teacher/student needs, data, and school-wide initiatives.

### **Activity: Teacher Support**

**Description:** The Instructional Specialist will work with teachers throughout the year to provide support and direction.

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

None Selected	Start: 9/29/2010 Finish: Ongoing	-
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**Status:** In Progress — Upcoming

#### **Date Comment**

7/31/2012	Process began in the 2011-2012 school year and will continue in upcoming school year.
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## **Goal: READING**

**Description:** At least 63% of all students will be proficient in Reading, as measured by the annual state-wide PSSA assessments.

### **Strategy: Student Data**

**Description:** Analyze and monitor individual student data/achievement from multiple assessments (formative, interim, and summative) to guide, improve, and focus teacher's instructional strategies and interventions

### **Activity: Grade Group and CSAP meetings**

**Description:** Weekly grade group meetings to analyze student data; As a grade and/or content area, develop targeted instructional strategies and/or interventions to improve student academic achievement.

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

None Selected	Start: 9/4/2012	-
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Finish: 6/28/2013

**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>
2.00	26	18
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>

SLA Master and Mentor teachers, SLA Administration (Executive Director and Assistant Principal), Victory Schools Curriculum and Instruction Specialists	<ul style="list-style-type: none"> <li>• School Entity</li> <li>• Individual</li> <li>• Company</li> </ul>	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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Improved instructional strategies, techniques, and interventions; improved data analysis skills; self-reflection	Over the last 15 years, researchers have demonstrated the powerful effects that teachers can have on increasing student achievement. However, distilling how teachers influence learning is much more difficult if teacher, school and student data systems are not linked. Connecting student information with teacher preparation, instructional practices, professional development and working conditions is essential to understanding how and why teachers are able to improve student outcomes.	<i>For classroom teachers, school counselors and education specialists:</i>
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- 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.

*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.

**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> </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 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> </ul>
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**Status:** Complete

<b>Date</b>	<b>Comment</b>
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7/31/2012	Process began in the 2011-2012 school year and will continue in upcoming school year.
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7/2/2010	Meeting with grade groups is essential for planning and drilling down on data.
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## **Goal: School Communications**

**Description:** Enhance communication by actively engaging the entire school community in all aspects of the educational process to increase opportunities for student achievement.

### **Strategy: Math and Literacy Night**

**Description:** Host Math and Literacy Night for parents on one night at the beginning of the school year. This program will allow for parents to have first-hand experience with the academic program and curriculum and learn effective ways to enhance the core curriculum of SLACS outside of the school environment.

### **Activity: Math and Literacy Nights**

**Description:** Schedule two meetings to inform parents with information about the school (i.e. academic program, curriculum, testing program, etc.)

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

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None Selected	Start: 10/29/2010	-
	Finish: Ongoing	

**Status:** Complete

<b>Date</b>	<b>Comment</b>
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7/31/2012	Process began in the 2011-2012 school year and will continue in upcoming school year.
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### **Strategy: Parent Involvement**

**Description:** Provide the opportunity for parents to serve as active leaders within the school by implementing a mandatory volunteer program. This program will also serve as a way to create parental accountability within the school.

### **Activity: Parent Involvement**

**Description:** Provide opportunities (i.e. workshops, volunteer program, etc.) for parents to become involved in the life of the school. Develop a parent compact that outlines these opportunities.

**Person Responsible Timeline for Implementation Resources**

None Selected	Start: 9/29/2011 Finish: Ongoing	-
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**Status:** Complete

**Date Comment**

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7/31/2012	Process began in the 2011-2012 school year and will continue in upcoming school year with the addition of a parent compact.
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7/31/2012	Process began in the 2011-2012 school year and will continue in upcoming school year.
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**Strategy: Parent Workshops**

**Description:** Revisit the vision of SLACS throughout the year by providing parent workshops on leadership, single-gender education, and gender-based issues.

**Activity: Parent Leadership**

**Description:** Provide opportunities for parents to serve as leaders in the school (i.e. parent volunteer program, parent association, etc.). Workshops will be based upon parent responses to interest surveys.

**Person Responsible Timeline for Implementation Resources**

None Selected	Start: 9/29/2011 Finish: Ongoing	-
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**Status:** In Progress — Upcoming

**Date Comment**

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7/31/2012	Process began in the 2011-2012 school year and will continue in upcoming school year.
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**Strategy: Student Feedback**

**Description:** Provide students with regular feedback regarding academic progress and survey students regarding school satisfaction in order to build a capacity of ownership among students.

**Activity: Student Feedback**

**Description:** Establish reporting dates for providing students and parents with regular feedback regarding academic progress. Encourage teachers to provide ongoing feedback to students.

**Person Responsible Timeline for Implementation Resources**

None Selected	Start: 9/29/2010	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

<b>Date</b>	<b>Comment</b>
7/31/2012	Process began in the 2011-2012 school year and will continue in upcoming school year.

## **Goal: School Culture and Climate**

**Description:** Develop a culture of success that supports a climate conducive to academic excellence.

### **Strategy: Code of Conduct**

**Description:** Develop a tiered Code of Conduct that clearly outlines school wide behavioral expectations for students in a clear and concise manner. This will facilitate a high and consistent level of expectations among the SLACS student body. Develop a school-wide demerit system.

### **Activity: School Culture**

**Description:** Develop a tiered Code of Conduct that encourages high expectations among students.

**Person Responsible Timeline for Implementation Resources**

Evans, Alphonso	Start: 9/29/2010	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

<b>Date</b>	<b>Comment</b>
7/31/2012	Process began in the 2011-2012 school year and will continue in upcoming school year. School-wide merit/demerit system will be implemented for the 2012-2013 school year.

### **Strategy: Infrastructure of Leadership Characteristics**

**Description:** Build an infrastructure of leadership characteristics and what leadership characteristics mean to the school environment. Create a core competency to support these characteristics within the classroom. Create a Student Government Association in order to build the capacity for leadership within students.

### **Activity: Student Leadership**

**Description:** Provide opportunities that instill pride among students and that encourage the emergence of student leaders.

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

None Selected	Start: 9/29/2011	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

#### **Date Comment**

7/31/2012	Process began in the 2011-2012 school year with various extracurricular programs and a Student Government Association. These efforts will continue in upcoming school year.
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### **Strategy: School Website**

**Description:** Create a website that is parent and student friendly that consists of helpful academic links such as Study Island, dolce sight word lists, and homework help. The website will also consist of character building activities that can be utilized at home.

### **Activity: School Website**

**Description:** Create a school website that is student and parent friendly.

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

None Selected	Start: 9/29/2011	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

#### **Date Comment**

7/31/2012	SLACS will begin overhauling its websites in September of 2012.
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### **Goal: School Facility**

**Description:** Provide a clean, safe, and orderly educational facility for students and staff that is conducive to learning.

Build a kindergarten playground in the area that lies between our current school building and the building next door. A kindergarten playground area would allow for kindergarteners to have their own area to participate in socialized recess.

### **Strategy: Building Maintenance**

**Description:** Report all building concerns, in terms of building maintenance issues, to the business manager.

### **Activity: Building Maintenance**

**Description:** Establish a procedure and necessary forms for reporting building maintenance issues to the Business Manager.

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

None Selected	Start: 9/29/2011	-
	Finish: Ongoing	

**Status:** Complete

### **Strategy: Cleanliness of School Facility**

**Description:** Develop a schedule for cleaning all common areas of the school (i.e. hallways, stairwells, etc.).

### **Activity: School Cleanliness**

**Description:** Develop a rubric that identifies expectations for school cleanliness. Develop and implement a schedule for cleaning all areas of the school.

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

None Selected	Start: 9/29/2011	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

#### **Date Comment**

7/31/2012	Process began in the 2011-2012 school year and will continue in upcoming school year.
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## **Strategy: Safety Procedures**

**Description:** Utilize shelter in place as a short-term safety procedure to protect staff and students by taking shelter inside the school.

### **Activity: Crisis Management**

**Description:** Develop and implement a plan that provides guidelines for dealing with crisis situations. Train staff and students in implementing the plan.

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

None Selected	Start: 9/29/2011	-
	Finish: Ongoing	

**Status:** Complete

## **Strategy: School Safety**

**Description:** Create a Safe Corridors Committee in order to implement a school safety zone program that patrols the safe corridors in and around the school.

### **Activity: Safe Corridors Committee**

**Description:** Create a committee to implement a school safety program. Instruct and train staff.

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

None Selected	Start: 9/29/2011	-
	Finish: Ongoing	

**Status:** Complete

#### **Date Comment**

7/31/2012	Process began in the 2011-2012 school year and will continue in upcoming school year.
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## **Goal: Technology Professional Development**

**Description:** Southwest Leadership Academy will offer ongoing staff development in technology and training opportunities for faculty and staff to enhance student achievement.

### **Strategy: Learning designs using technology**

**Description:** Teachers and administrators will be able to plan and design effective learning environments and experiences supported by technology

**Activity: Using technology in the classroom**

**Description:** Teachers and administrators will be able to plan and design effective learning environments and experiences supported by technology

Person Responsible	Timeline for Implementation	Resources
Allen, Mark	Start: 8/23/2010 Finish: 6/30/2012	\$7,500.00

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
4.00	4	30
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Southwest Leadership Academy Charter School	<ul style="list-style-type: none"> <li>• School Entity</li> <li>• Company</li> </ul>	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Educators will be able to utilize technology in their classroom to track student progress, attendance and performances. Staff will also be able to enhance their lessons with skill support for students in reading, math, science and writing.	Best practices is that students are supported in the use of technology in order to compete globally. Providing structured, deliberate sessions that involve skills being taught as well as engaging students in higher order thinking is essential to their success.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>• Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> <li>• Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>• Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.</li> <li>• Empowers educators to work effectively with <u>parents and community</u></li> </ul>

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.

#### **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>• Mathematics</li><li>• History</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</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> |
|---|---|

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

**Status:** Complete

<b>Date</b>	<b>Comment</b>
7/31/2012	Process began in the 2011-2012 school year and will continue in upcoming school year.
7/31/2012	Process began in the 2011-2012 school year and will continue in upcoming school year.

## **Statement of Quality Assurance**

Charter school has met AYP.

## **Statement of Quality Assurance - Attachments**

- The 2012 AYP at a glance report demonstrating our approved AYP status.
- The 2012 AYP Packet that displays how we passed AYP in depth.

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

### **Rigorous Instructional Program**

- **What curriculum does your charter school utilize?**

**Southwest Leadership Academy Charter School (SLACS) implements curriculum from Harcourt and Holt McDougal in the content areas of English-Language Arts, Mathematics, Science, and Social Studies in kindergarten through 8th grades. All grades also utilize a Leadership Curriculum that is unique to SLACS. This curriculum was designed specifically for our school and is aligned with the vision and mission. This curriculum was developed by No Limit Leaders Youth Inc. SLACS also developed planning and scheduling timelines to accompany each curriculum and align curriculum with PA state and common core standards.**

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

**Yes.**

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

**The aforementioned planning and scheduling timelines provide teachers with resources needed for strategic and intensive interventions. The curriculum has been paced in such a way that provides a review week every six weeks. This pacing allows for teachers to reteach and intervene as necessary, based upon data from both informal and formal assessments. The guides also provide resources for differentiation and small group instruction.**

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

There are several ways teachers promote in-depth and inquiry-based teaching and learning. Every classroom is equipped with a Mimio Board, which teachers use to enhance their lessons with visuals and varied multimedia. These in-class tools are often transferred to our full computer lab, where students have an experience working with their own computer. They are encouraged to collaborate with peers and are able to research and apply skills used in the classroom. In addition, all students engage in a civic project with a community outreach component as part of our leadership curriculum. To provide teachers with the skills and strategies necessary for designing and implementing inquiry-based learning, ongoing professional development is embedded in our training schedule throughout the year.

- 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 mathematics skills?

Several programs have been set in place for students who are performing significantly below standards in literacy and mathematics. SLACS uses the CSAP process to assist in identifying successful interventions for these students. School-wide, students are given standards-based benchmark assessments every 6 weeks. Data from these assessments is used to guide instruction and identify students who are performing far below the standards. Additional data is collected from in-house assessments such as WRAP, DRA, Dibels, and Key Math. These assessments are given to specific students who have been identified as needing interventions. Students in grades K-2 who are performing far below the standards in literacy are provided with intensive literacy instruction 5 times per week through the Reading Mastery program. Students who are performing far below the standards in literacy in grades 3-8, are provided with intensive literacy instruction 5 times per week through the Corrective Reading program. Students who are performing far below the standards in math in grades 3-8, are provided with intensive math instruction 5 times per week through the Corrective Math program. This form of instruction is provided to these students in addition to individualized instruction by their classroom teacher.

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

Teachers utilize an array of instructional strategies in order to actively engage students in the learning process. Based on SLACS' partnership with The Gurian Institute, our teachers have been trained on how to effectively drive instruction in single gender classrooms. For example, research tells us that boys' brains go into a rest state many times a day. Girls' brains are more active than boys', so they are less likely to "zone out" during the instructional day. Boys perform better while moving, so many of our male classrooms implement kinesthetic learning activities. In addition, teachers utilize many Literacy and Math strategies, including Jigsaw, Peer Conferencing, Graphic Organizers, and other hands-on techniques to keep students engaged while supporting their academic achievement.

## **Rigorous Instructional Program - Attachments**

- PD Approval Letter
- Induction Approval Letter

## **English Language Learners**

Students are surveyed upon enrolling in the school regarding languages spoken at home. Also, highly qualified staff may refer a student to the special education department if thought to be

eligible for ELL services. Students are then screened by the ELL specialist through the implementation of a screening with parent permission. After the screening, the specialist determines if a full evaluation is needed to qualify for ELL. If the student does not qualify, strategies to support the student are provided to school staff working with that student. If the student does qualify, a meeting is held with the team that consists of school personal and guardians. The ELL specialist explains how the student will be serviced.

Our school practices the "push in" model. Most students are serviced within the classroom by the ELL specialist. However if a student needs more intensive instruction, they are pulled out to receive individualized services in a separate location within the school. The ELL specialist works directly with the teacher providing strategies and progress monitoring for student growth. If the team feels the student has made adequate progress, an ELL assessment is conducted to determine if they can exit or are still in need of services.

## **English Language Learners - Attachments**

- ell
- ELL Survey

## **Graduation Requirements**

SLACS does not have a high school program.

## **Special Education**

SLACS implements an inclusion model for special education, meaning that special education students are educated in the regular education classroom, depending on the level of services for the student as outlined in their IEP. Some special education students are pulled out for more intensive individualized instruction. The special education teacher provides instruction and support to students with IEPs that is specifically designed to meet students' individual needs and goals. This instructional strategy helps to build self esteem because students are not singled out or isolated from their peers. Students are less likely to miss important classroom instruction through the inclusion model. The inclusion model also allows the special education department to oversee how instruction is being provided to the students in the general classroom. This allows us to collaborate with the regular classroom teacher regarding instruction for special education students. Also, while in the classroom, we implement small group instruction. This allows the special education student more attention and focused instruction on the academic skill.

In weekly meetings we discuss modification and accommodation strategies essential for students with special needs. The team works together to generate modified assignments, while still addressing grade level skills. The team collaborates on lesson plans to generate meaningful instruction for the students. Tests are also modified based upon accommodations listed in their IEPs.

Technology is used as an instructional supplement, allowing us to use research-based programs to meet students individualized needs.

Progress monitoring is another instructional strategy. This allows us to monitor student progress in relation to their IEP goals. It also allows us to identify the specific skill a student is struggling with and specifically design instruction to address needs. We use, DRA, Key Math, 4sight and the PSSA to monitor reading and math skills and growth in these areas.

## Special Education - Attachment

- Special Education Policies 2011

### Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Christopher McKinney	.20	Emotional Support	Southwest Leadership Academy	2	K-7 inclusion model
Kathryn Fennelly	.33	Learning Support	Southwest Leadership Academy	7	K-7 inclusion model
Christopher McKinney	.40	Learning Support	Southwest Leadership Academy Charter School	16	K-7 inclusion model
Kathryn Fennelly	.33	Autistic Support	Southwest Leadership Academy Charter School	3	K-7 Inclusion Model
Karen Askew	1	Speech Therapy	Southwest Leadership Academy Charter School	13	K-7 Inclusion Model
Courtney Barrett	1	Occupational Therapy	Southwest Leadership Academy Charter School	3	K-7 Inclusion Model
Christopher McKinney	.20	Other Health Impairment	Southwest Leadership Academy Charter School	2	K-7 Inclusion Model
Kathryn Fennelly	.33	Other Health Impairment	Southwest Leadership Academy Charter School	4	K-7 Inclusion Model
Christopher McKinney	.20	Traumatic Brain Injury	Southwest Leadership Academy Charter School	1	K-7 Inclusion Model

### Special Education Program Profile - Chart II

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

### Special Education Program Profile - Chart III

Title	Location	FTE
N/A	N/A	N/A

### Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Karen Askew	Speech Therapist (Therapy Solutions)	5hr./week
Dion Allen	School Psychologist	1hr./week
Courtney Barrett	Occupational Therapy (Therapy)	2hr./week



<b>Total</b>	<b>36.5</b>	<b>43.4</b>	<b>31.5</b>	<b>44</b>	<b>49</b>	<b>Total</b>	<b>23.1</b>	<b>42.6</b>	<b>42.1</b>	<b>53</b>	<b>59</b>
Gr. 3	36.5	46.8	32.7	56	57	Gr. 3	23.1	53.2	43.1	68	62
Gr. 4		40	32.7	40.4	50	Gr. 4		32	50	55.3	74
Gr. 5			29.2	30.6	29	Gr. 5			32.6	40.8	49
Gr. 6				42.5	56	Gr. 6				32.5	68
Gr. 7					58	Gr. 7					39

When we look at the cohorts, the same students in one year compared to the next, we see that classes have improved in proficiency in every class but the fifth grade also referenced as the class of 2015.

	Math		Reading	
	2011	2012	2011	2012
<b>Class of 2016 Girls</b>	84%	87%	76%	65%
<b>Class of 2016 Boys</b>	33%	63%	50%	37%
<b>Class of 2015 Girls</b>	54%	42%	43%	28%
<b>Class of 2015 Boys</b>	57%	58%	39%	29%
<b>Class of 2014 Girls</b>	48%	73%	40%	67%
<b>Class of 2014 Boys</b>	35%	63%	21%	44%
<b>Class of 2013 Girls</b>	15%	23%	30%	55%
<b>Class of 2013 Boys</b>	50%	58%	55%	63%

Additionally, student growth is monitored throughout the school year with the use of the predictive testing. For the previous school year we used the 4sight test. The results of that test show that students continuously moved towards proficiency throughout the school year.

Grade	Reading					Math					
	Base	Test 1	Test 2	Test 3	PSSA	Base	Test 1	Test 2	Test 3	Test 4	PSSA
<b>3g</b>	67%	75%	79%	86%	<b>68%</b>	33%	38%	69%	79%	73%	<b>79%</b>
<b>3b</b>	28%	35%	50%	64%	<b>44%</b>	28%	29%	21%	44%	56%	<b>44%</b>
<b>4g</b>	67%	65%	74%	78%	<b>65%</b>	10%	30%	83%	77%	77%	<b>87%</b>
<b>4b</b>	29%	38%	27%	50%	<b>37%</b>	14%	12%	23%	46%	50%	<b>63%</b>
<b>5g</b>	44%	23%	36%	30%	<b>28%</b>	4%	15%	14%	32%	54%	<b>42%</b>
<b>5b</b>	18%	21%	46%	78%	<b>29%</b>	5%	4%	68%	88%	71%	<b>58%</b>
<b>6g</b>	62%	69%	81%	64%	<b>67%</b>	4%	46%	85%	89%	92%	<b>73%</b>

<b>6b</b>	52%	55%	59%	56%	<b>44%</b>	17%	24%	48%	56%	76%	<b>63%</b>
<b>7g</b>	58%	60%	65%	68%	<b>55%</b>	10%	19%	10%	14%	27%	<b>23%</b>
<b>7b</b>	58%	68%	58%	79%	<b>63%</b>	12%	22%	38%	56%	53%	<b>58%</b>

## Student Assessment - Attachments

- 2012 PSSA Individual Student Performance
- 4sight Predictive Testing
- PSSA Analysis I
- PSSA Cohort and Class Comparisons

## Teacher Evaluation

Recognizing that the teacher is the single most important factor in the educational process, teacher evaluation is of the highest priority. The teacher evaluation process is implemented on an ongoing basis during the school year and is based upon a combination of performance observations and evaluations and on student progress.

The specific goals of our teacher assessment system are to:

- Clearly define the competencies of a great teacher
- Provide professional goals for all teachers
- Enable better self-reflection and continuous improvement
- Identify and provide professional development for specific teacher needs
- Facilitate career planning
- Identify master teachers who can share best practices
- Reinforce the mission and philosophy of the school
- Improve communication among all parties

The teacher evaluation process includes the following elements:

- Classroom observations conducted by the school principal
- Conferencing and mentoring activities to support staff members in need of further assistance
- Professional development opportunities to assist teachers in improving their skills and competencies
- Student performance
- Meeting individual professional development goals
- Written observation reports and final written evaluations
- A new teacher induction plan

All teachers are observed by the school principal and/or teacher coach. These observations may be formal or informal and may be announced or unannounced. Observations focus on the effective delivery of instructional strategies to foster the academic growth of students, physical environment, and classroom management. The observer remains in the classroom for the entire period. A post-observation conference is held at which time the principal/mentor and the teacher discuss the lesson. The principal/mentor provides feedback on the lesson, including commendations as well as areas needing improvement. In some cases, improvement goals will be established which will become the focus of the next observation. Following the conference, the teacher receives a written observation report. The PDE 426 form is used as part of the formal evaluation process.

In addition to the process outlined above, weekly meetings are held with individual teachers and/or collectively as grade level teams. Topics for discussion at these meetings included a review of lesson plans, strategies for implementing curriculum and instruction, local and state standardized test results, etc., all factors that were considered in the evaluation process.

Formal observations were conducted by the school principal and an outside consultant both of whom have administrative certification. Professional development for these administrators was provided through PATTAN as well as courses and workshops provided by the National Institute of School Leadership and the Principals Leadership Institute.

## **Teacher Evaluation - Attachments**

- End of Year Evaluation
- PA Teacher Formal Evaluation Form

## **SECTION V. GOVERNANCE REQUIREMENTS**

### **Leadership Changes**

No leadership changes have been made this school year.

### **Board of Trustees**

<u>Name of Trustee</u>	<u>Office (if any)</u>
Virginia Moore	Member
Rev. Dr. W. Wilson Goode, Sr.	Secretary
Ms. Kymberly Hernandez	Chair
Rep. Ronald G. Waters	Treasurer
Enid Stebbins	Member
Dr. Joseph Meade	Member

### **Professional Development (Governance)**

In the past, the SLACS Board participated in retreats provided by Victory Schools, Inc. when that organization was the school's EMO. The following topics were addressed at those retreats:

- Sunshine Law
- Public Officials Act
- Comparison of Roles: Board vs. School Leader; Leadership Role of the Board Chair; and Role of the Executive, Academic, Finance & Fundraising Committees
- Building the Foundation for an Effective Governing Board
- Key Responsibilities of the Board
- Legal Requirements of the Board
- Board Development Stages and Accountability

The Board has not had any training or professional development for the 2012-2013 school year. However the Board does have a retreat twice a year during which time they meet with the administration for strategic planning. A retreat is planned for August, 2012 during which time the following topics will be addressed:

- Sunshine Law
- Public Officials Act
- Legal Requirements of the Board

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

The SLACS Board has a very hands-on management style. They have an executive committee meeting and a public meeting once a month. The executive committee meets on an as needed basis. The Administrative team is in contact with different Board members on a regular basis or as needed. All SLACS Board meetings occur in the school building and are open to the public.

SLACS has a very good working relationship with the School District of Philadelphia's Charter School office. All communications with this office are shared with the SLACS Charter Board in a timely manner to ensure open lines of communication. All SLACS Charter Board and school events are communicated to the Charter School office in a timely manner as well.

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

- Board Schedule

## **Community and Parent Engagement**

The following opportunities have been created in an effort to involve parents and the community in the life of the school:

- The Friends of Southwest Leadership Academy Charter School, a group of parent and community volunteers works to support the mission and vision of the school
- Ad-hoc committees of parents/community volunteers work with the administration and provide input on various school matters, such as school climate, facilities, and fundraising
- Parent and community volunteers in and around the school provide a variety of services such as office assistance, chaperones on field trips, etc.
- Working relationships have been established with community and other health care providers throughout the City of Philadelphia including Home and School Connection, Therapy Solutions, NET, Philadelphia Mental Health Center, Community Council, and Carson Valley Children's Aid.
- Partnerships have been established with organizations such as Eagles Mobile, Kids Smile, Toys for Tots, Take a Sistah to Lunch, Rotary Club of Philadelphia International Airport, City of Philadelphia 12th Police District, AMACHI, First Baptist Church of Paschall, Drexel University Dance Department, The Gurian Institute, and No Limit Leaders Youth Inc.
- SLACS is in the process of developing a partnership with Temple University.

Board meetings are held monthly at convenient times for parents to attend. Most Board meetings occur in the school facility after regular working hours during the week, and on Saturdays in the morning, unless specific circumstances dictate otherwise.

Parent and community representatives are members of the Strategic Planning Committee. The school generated parent, teacher, and student satisfaction survey to collect feedback from these stakeholder groups.

SLACS undertakes measures to ensure that parents who are non-native English speakers are incorporated into the school governance process. For any significant sub-population of non-native English speakers, the school will translate key documents into the native language. If necessary, the school will seek to include bi-lingual speakers on staff to facilitate parent interaction and communication.

## **SECTION VI. FINANCIAL RESPONSIBILITIES**

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

SLACS is in the process of developing fundraising strategies for the upcoming school year.

### **Fiscal Solvency Policies**

The process to maintain fiscal solvency begins with the preparation of a balanced budget for the upcoming fiscal year. Once the budget is reviewed and approved by the school's Board of Trustees, the school has a structured plan to follow. During the course of the school year, purchase orders, check request and invoices are reviewed by the local school based management (Business Manager and Principal), as well as the school's business service provider (Victory education Partners). At the end of each month, a financial statement package is prepared and distributed to the Principal, the Business Manager as well as the Board of Trustees, that compares the actual expenses that the school has incurred against the budget. Each Line item is reviewed and there is a detailed variance analysis that fully explains the differences. If there are unforeseen circumstances that occur, the Board of Trustees may request a revised budget amendment. Shortfalls of funds are covered under agreement with partnership.

### **Accounting System**

SLACS utilizes QuickBooks Accounting software to maintain it's financial records. SLACS follows the state chart of accounts as required of all school districts in Pennsylvania.

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

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

- Preliminary Statement of Revenue Expenditures and Fund Balances

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

Joyce Miller & Associates, LLC

1221 Locust Street, #207

Philadelphia, PA 19107

Southwest Leadership Academy Charter Schools audit was completed on November 10, 2011. The current audit for the fiscal year ending June 30, 2012 is scheduled to begin on September 17, 2012

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

- Audit Report 06-30-2011

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

There are no citations or required follow up actions this year.

## **SECTION VII. FACILITY RESPONSIBILITIES**

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

Furniture and Fixtures are purchased using purchase power offered by government pricing guides offered to the school for various items. SLACS purchased new lockers, furniture and equipment as we expanded to the 7th grade.

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

Future facility plans and other capital needs include an upgrade of the schools existing electrical system for the 2012-13 school year, as well as planning for the installation of an elevator in the coming years. The facility committee of the Board of Trustees has been involved in the review process of the facilities needs along with the business manager to insure that we are getting the appropriate materials for energy efficiency as well as being durable for the school facility. The administrative team also meets regularly to keep abreast of the growing needs of the school.

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

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

Southwest Leadership Academy Charter School complies with all health and safety requirements. We hold the required amount of fire drills and are monitored by the Philadelphia Fire Department. A record of all fire drills, dates and outcomes are on file at SLACS's business office. Each Classroom has posted directions in case of a fire and all classes are trained on the correct procedures in response to a fire or other emergencies. All staff have received training on Shelter-In-Place and Crisis Management. Each staff member has received a handbook that

details all policies and procedures that will be used at SLACS. we also have emergency response kits.

SLACS employs a board certified nurse who provides for the children's medical needs. Immunizations and physical records are maintained in the nurses office. All mandated examinations are provided in a timely fashion and recommendations for further care is followed up with phone calls and written letters to parents and guardians. Through a partnership with a partnership with Keystone Mercy Health Plan East, all staff members were provided with professional development about health issues that affect our students and their families. This awareness training has proved to be invaluable as th school administrators and staff have worked with students and families during the year. All Staff members will receive professional development prior to the beginging of the school year as well as ongoing traing throught will be provided by our health partners. Topics will continue to include: recognition and treatment of respiratory conditions such as asthma, health and nutrit

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

- SLACS SHARRS Report
- Wellness Policy

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

Benefits and Insurance coverages for the 2011-12 School year are consistent with the prior years.

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

- Certificate of Insurance\_2011-12
- Certificate of Insurance\_2011-12 WC
- Employee Benefits Summary 2011-12
- 2012-13 Proof of Insurance

## **SECTION IX. ADMINISTRATIVE NEEDS**

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

There are high expectations not only for students at SLACS but also for staff. This year began with sixteen self-contained classroom teachers for grades K-7. Two teachers left SLACS in the fall of 2011 for reasons unrelated to work. They were intially replaced with long-term substitutes until two full-time teachers were hired in the months that followed. There were three specialist teachers at the beginning of the year. There are three support teachers, two in special education, and one in reading support. Our staff has been stable with a large majority returning each year. Of the 22 teachers on staff during the 2011-2012 school year, 18 were on staff during the 2010-2011 school year; 16 (86%) were with SLACS for the entire 2011-2012 shooool year. For those teaching staff members that did not return for the 2011-2012 school year, they resigned and no further information was provided during the exit interview.

SLACS is fortunate to be able to provide teacher and student support in the way of classroom assistants, there are five staff members total; two in the Kindergarten rooms full-time; three rotate throughout the other grade levels. All assistants returned from the previous school year and stayed for the entire 2011-2012 school year.

The Administrative team consists of the Director of School Climate and Supports, the Business Manager and the Principal. There was also 2 Administrative Assistants, a teacher mentor and a school counselor.

## Quality of Teaching and Other Staff - Attachments

- PDE 414
- Staff HQT ACS 2011-12

## Student Enrollment

**One application must be filled out for each child who wishes to attend Southwest Leadership Academy.**

- o Only one application will be accepted per child.
- o Application must be mailed to: Southwest Leadership Academy Charter School, 7101 Paschall Avenue, Philadelphia, PA 19142. Applications may be brought in person or done electronically.
- o Applications must be received by March 22, 2011 to be entered into the lottery.
- o Applications are not considered valid until they have been received and reviewed for completeness and a confirmation card has been sent back to the applicant.
- o Siblings of enrolled students will not be automatically enrolled. An application must be submitted for each sibling before the lottery deadline.
- o For the purposes of the lottery, two students are siblings if they share a legal parent, legal guardian, or legal foster parent. who is also the legal parent, legal guardian, or legal foster parent of other student.

*An adult will only be considered a student's legal parent if there is proof of blood-relation (as evidenced in birth certificate), legal adoption (as evidenced by valid, appropriate court documents), or legal marriage (i.e. step-child, as evidenced by a valid marriage certificate). An adult will be considered a student's legal guardian or legal foster parent only if there is proof of such a relationship (as evidenced by valid, appropriate court documents).*

- o If information on the application is incorrect, the application will be considered invalid, and any offer for student placement at SLACS will be rescinded.

*For example, if the application indicates that*

*the child is 5 years old by September 1, 2012 but in reality the child is not, the offer will be rescinded. Likewise, if the application indicates that the child will be entering a given grade in September 2012 but the child is actually entering a different grade – for any reason – the offer will be rescinded and the child will have to reapply for the grade in which they are entering.*

o If the student's parent/ legal guardian's address or phone numbers change, you must notify the school so that we may contact you in the event that the student is offered a place at the school.

**There are no admissions requirements.**

o The school is open to all children in Kindergarten through Grade 7 on a space available basis within each grade.

o Any child qualifies under the laws of the State of Pennsylvania and the School District of Philadelphia for admission to a public school is qualified for admission to Southwest Leadership Academy Charter School a Philadelphia Public Charter School;

o There is no tuition.

o Admission is not based on intelligence, achievement or aptitude, athletic ability, disability, ethnicity, race, creed, gender, national origin, religion, or ancestry.

o Students who have a disability or who may be in need of special education services or programs are eligible for admission into the school on the same basis as all other students. Please note, however, that our school may not be equipped or designed to satisfy a particular student's disability or special needs. Such a determination may be made after enrollment by the committee or subcommittee on special education in the child's home district of residence. In the event our school is deemed to be an inappropriate educational setting for a particular disabled or special needs child, our school must promptly send the student to a school or district that can provide the student with the special services the child is required to receive under the law.

o No tests are required for admission.

**Students are currently being admitted to the school by lottery.**

o The lottery is open to all children in Kindergarten through grade 7.

o All students whose application is received by the cut off will be separated by grade and entered into the lottery.

o A random drawing of names will be held.

o Preference will be given to siblings and students from the Southwest Philadelphia District at the time of the lottery application deadline.

o If students do not accept their spots by the registration deadline, those spaces will be given to students on the waiting list.

*This is an equal opportunity, public, charter school, open to all children on a space-available basis.*

Enrollment:

Grade				
Kindergarten	49			
First	51			
Second	56			
Third	57			
Fourth	50			
Fifth	53			
Sixth	54			
Seventh	40			
Total	410			
Transferred/Withdrawn				
Kindergarten	4			
First Grade	6			
Second Grade	2			
Third Grade	6			
Fourth Grade	6			
Fifth Grade	5			
Sixth Grade	3			
Seventh Grade	6			

**During and at the end of the school year many students left exiting the school due to unresolved issues with transportation after having moved out of Southwest area.**

## **Student Enrollment - Attachment**

- Enrollment application

## **Transportation**

The School District of Philadelphia provides the contracted transportation services using Philly Transportation LLC for our students in grades 1-7, including Special Education students. The following operation rules were provided by Philly Transportation LLC for our students:

Listed below are the school bus rules. Please review them with all students who will be riding the bus and their parents. If you have any questions please contact Transportation Scheduling at 215-400-5312 or 215-400-5306.

### School Bus Rules

1. **BE ON THE BUS STOP ON TIME.** You should not have to run to make the bus.
2. **WAIT FOR THE BUS IN AN ORDERLY FASHION IN YOUR ASSIGNED AREA.** Pushing, shoving, or creating a disturbance might result in injuries.
3. **TAKE YOUR SEAT IMMEDIATELY.** Remain seated while the bus is moving or when instructed to do so by the bus driver or attendant.
4. **ENTER AND LEAVE THE BUS ONLY AT THE FRONT DOOR AND ONLY AFTER THE BUS HAS COME TO A FULL STOP.** (In case of emergency, the driver or attendant may give other instructions.)
5. **KEEP YOUR HEAD AND ARMS INSIDE THE BUS WINDOW AT ALL TIMES.** Throwing objects, no matter how small, on the bus or out of the window is extremely dangerous.
6. **SAVE YOUR LUNCH AND SNACKS UNTIL YOU ARRIVE AT YOUR DESTINATION.** Eating and drinking are not allowed on school buses.
7. **AVOID SHOUTING AND OTHER LOUD NOISES.** In addition to disturbing others, loud noises could distract the driver and cause unsafe operation of the bus.
8. **LEAVE THE BUS IN A QUIET AND ORDERLY MANNER.** Join your classmates in the school yard or go directly to class if school has begun.
9. **BE VERY CAREFUL WHEN CROSSING THE STREETS.** Be sure you look in both directions.
10. **PAY ATTENTION TO THE INSTRUCTIONS OF THE BUS DRIVER, BUS ATTENDANT AND BUS MONITOR.** They are responsible adults concerned about your safety.

## Food Service Program

SLACS's Food Services Program is provided by the Archdiocese of Philadelphia Nutritional Development Program. SLACS participates in the Free and Reduced Lunch (FRL) program. The Archdiocese has provided the school with applications for our parents to determine their eligibility for the program.

## Student Conduct

Number of Suspensions, 2011-2012 School year: 54 students were involved in 68 Suspensions.

Our expectations for student behavior are outlined in the following Behavior/Discipline Plan:

Southwest Leadership Academy Charter School

Behavior/Discipline Plan

*Effective instruction is best conveyed in a structured yet nurturing environment.*

The three expected behaviors will be recited daily during morning circle.

***I show SLA Pride. I show respect, responsibility, and self-control. I am a leader.***

## **Discipline**

Discipline is the responsibility of all school personnel in conjunction with each child's family.

Student behavior can be classified into two areas of concern:

1) Student actions (verbal and/or physical)

2) Student work level and effort

Establishing and consistently reinforcing classroom rules and expectations is paramount in developing and maintaining an effective classroom. Implementing an effective instructional program also has a strong impact upon the classroom climate. Lessons should be stimulating and interesting. Challenging interactive learning activities and a positive classroom climate will help to keep disruptive behavior to a minimum.

Never assume students know what you expect; rules and a system of consequences should be clearly articulated. Be fair, firm and consistent in carrying out classroom procedures and discipline. All procedures should be carried out in conjunction with the School Discipline Code.

Teaching appropriate behavior expectations is necessary to insure pupil achievement and mutual respect between teachers, pupils, and parents. Remember that *self-discipline is taught and reinforced*.

When discipline is necessary, it is not always punitive and should be a learning experience. Mastery comes through re-teaching until the skill or concept is learned. Remember that students develop self discipline in an atmosphere of respect.

## **Procedures for Teaching Expected Behaviors**

These expected behaviors are instructed and applied in various settings that incorporate the learning environment such as the classroom, cafeteria, hallway, playground (recess), bathroom, as well as during arrival and departure times.

## **Procedures for Encouraging Behaviors**

### **Praise**

The SLA faculty will recognize the expected behaviors of students through encouraging words of praise. The praise will be specific to the desired actions as stated above. (I show SLA pride...).

### **Pride Rewards**

The SLA faculty will also recognize the expected behaviors of students through the distribution of Pride Rewards. The Pride Rewards will be given to students by the faculty on a daily basis. Upon receiving this reward, the student shall complete it and place it in a box in the classroom. Pride Rewards will be collected on Friday afternoons with a random

drawing of two students per grade occurring each Friday at closing circle. These students will have their names announced at the circle and receive a small prize.

## **Effective Classroom Management**

Student discipline is the responsibility of the classroom teacher. Teachers are expected to structure the classroom environment to prevent problems.

Students who are engaged in well-planned, interesting, instructional activities are less likely to cause problems in the school environment.

### **General Principles**

#### 1. Adult Attitudes

Fondness and Respect

Establish Credibility

Assume Responsibility

#### 2. Establish clear rules/expectations

Stress positive behavior

Praise desired behavior

### **Preventive Techniques**

**Physical Closeness**

**Praise desirable behavior**

**Reward desirable behavior**

### **Corrective Techniques**

**Takeaway privileges**

**Isolate student**

**Phone calls and letters to parents**

**Place on daily report**

**Give detention**

**Financial restitution for destruction of school property**

**Refer to Principal (Office referral Form D-3)**

## **Procedures for Dealing with Classroom Discipline Cases**

### **Step One:**

After your classroom behavior plan is exhausted, proceed to step two.

### **Step Two:**

1. Teacher/pupil conference to plan an intervention with the student.

### **Step Three:**

1. Keep anecdotal record in a binder or use a composition book.
2. Send form home, acquainting parent with pupil's lack of progress.
3. These notes must be signed by the parent and returned to the teacher.
4. Call the parent to discuss student actions or set up conference time concerning the problem.

#### **Step Four:**

Refer student using office referral. *Do not send students to main office*

Either administrators or designated office personnel will notify the teacher concerning the disposition of the case, or request that the pupil be sent to the office for a conference.

#### ***Immediate Office Referrals:***

(as outlined in the *SLACS student handbook and code of conduct*)

1. Destruction of Property/Vandalism
2. Fighting
3. Harassment
4. Indecent Exposure/Language
5. Leaving classroom /school grounds without permission
6. Physical attack of staff or students
7. Theft
8. Physical or verbal threat of staff or students
9. Weapons violation

It is important to monitor a student's behavior in order to ensure that he/she is able to achieve successes at school and at home. Teachers will also be in contact with parents regarding a student's behavior as the need arises.

If the behaviors are minor infractions such as the following, students should *not* be sent to the office:

#### **The following are some instances that should *not* be sent to the office:**

- Looking out the window
- Head on the desk
- Won't answer questions

- Leaning on the elbow
- Won't sit in "proper" position
- Chewing or eating in class
- Has no pencil
- Restless
- Knocked down coats
- Did not bring in homework
- Hid another child's hat
- Did not respond to bells in yard
- Sleepy
- Did not bring note for lateness
- Turns around
- Knocked book on floor
- Slow in getting to work
- Talks to himself
- Talking or playing in lines

**Remember: The lack of careful discretion in sending pupils to the office results not only in weakening the effectiveness of the office's handling of the case, but directly weakens the teacher's control in the classroom.**

### **Discipline Measures (Procedures)**

Any violations of the rules and regulations will be handled through the following steps:

Minor behavior problems should be handled by the adult present at the time. The first step of discipline is with the teacher, in his or her classroom.

Corrections must be appropriate to the act. If the child continues to misbehave, contact should be made with home (via letter or telephone call). The letter should be signed by the parent and returned the next day.

If the problem of misbehavior continues, an appointment with the parent should be made by the teacher. If the appointment is not kept and/or the problem continues, seek the assistance of the Administrative team to insure compliance.

When a pink slip becomes necessary, the teacher should be specific as to the disruptive behavior exhibited by the child. Specific actions taken by the teacher/adult must be indicated and fully documented.

Minor behavior problems will be automatically returned unless the above is followed. The administration will indicate on the bottom portion of office referral what action has been taken. If the above measures do not correct the problem, the child will be interviewed by the principal and/or designee. A disciplinary process at the administrative level will commence at this time.

If a child is suspended, the parent will receive a letter from the Principal stating the reason for the suspension, the length of the suspension, and the conference date during which time the student will be readmitted. Due process procedures will be followed.

### **Communication**

Teachers should remain in touch with parents as much as possible; do not wait for situations to occur. Use of anecdotal records is helpful in documenting problem areas. Use of a the communication folder, classroom progress report or telephone call to keep parents and guardians aware of what is taking place will be helpful in establishing and maintaining a positive relationship. School Administrative supports are available to participate in parent teacher conferences. In addition, you should make a plan to call parents for positive behavior as well.

## **Help For SLACS Teachers**

Some General Suggestions for Dealing with Disciplinary Problems at SLACS:

Do not invite impudence. It is better not to ask questions that leave an opening for impudence. Most impudence appears when the pupil has classmates as an audience.

Do not try shame or belittle a child before the entire class by calling him/her anything beside his/her given name. The more privately you censure a pupil, the better the chance you have of making an adjustment satisfactory to you.

Try to show the pupil that he/she is in error and make an endeavor to have the pupil admit this wrong behavior. Do this by indirect questions.

Do not accuse; be positively sure; then judge your proceedings according to the individual.

In any issue with a pupil, it is bad policy to cast reflections upon parents. The lack of cooperation and the apparent indifference of a parent is no fault of the pupil.

Don't see too much. Don't see too little.

Keep your demands constant. If you demand certain behavior today, demand the same behavior tomorrow. Consistency is the root of all good discipline.

Establish a class routine in reference to class movements, distribution, collection of materials, etc. Keep the same routine, if it works, day after day.

Your personal dislike for a pupil should never be obvious.

Nagging creates issues hard to solve.

Do not have pupils standing in halls or coat rooms. If their actions are such that you must remove them from the rest of the class, call the office for assistance.

No corporal punishment or name-calling.

**Preventive Techniques:** Try to provide a classroom atmosphere in which the teacher has a sympathetic, understanding attitude toward the children and in which the children have respect for and confidence in the teacher by:

- a. Treating each child with the consideration you would expect yourself.
- b. Showing an interest in each child and his/her problems.
- c. Making each child feel that he/she belongs, is wanted, and counts for something.
- d. Providing learning experiences that meet pupils at their level of attainment.
- e. Encouraging pupils to want success.
- f. Helping each pupil succeed in something everyday.
- g. Being conscious of every pupil in the class at all times.
- h. Being alert to gain attention of a group as a first step in starting a discussion, a working period, etc.
- i. Being sure directions are specific and understood by all.
- j. Being consistent in all your dealings with children.
- k. Providing for adequate pupil activity (avoid over-talking on your part).
- l. Helping children think and speak in terms of "our" room. Use "we" and "our" more often than "I" and "my".
- m. Using private conferences with pupils needing behavior adjustments.
- n. Know your subject, but don't expect your pupils to know all that you know.
- o. Know your pupils' backgrounds, interests, abilities, needs and achievements.
- p. Hold to "standards" but be sure they are standards which pupils can meet.

### **Improper Methods of Dealing with Children**

Negative methods of dealing with children, even when effective, should never be used. The most common of these are:

1. The use of subject material as a disciplinary measure, i.e., the repeating of sentences 100 times; the assignment of extra examples in math, etc.
2. Frequent detentions for minor infractions.
3. Sarcastic comments.
4. Forced apologies.

5. Personal indignities.
6. Sending a pupil out of the room where he/she will be without supervision.
7. Sending a pupil to a lower grade.
8. Corporal punishment - use of physical force of any kind to secure obedience is not permitted by the School District.
9. Having a pupil stand in a corner.
10. Using any piece of equipment for the means of intimidation.

### **Detentions**

No student is to be kept after school unless the parent/guardian has been notified in advance and has given approval for an after school detention. The teacher is responsible for supervision of the student. If a lunch/recess detention is given, the teacher is responsible for providing proper supervision.

Students may not be placed on the office chairs in the hallway.

### **Hallway Movement**

Students should not leave their classrooms during instructional time unless absolutely necessary. All students acting as messengers, using the lavatories, going to the Nurse's office, Main Office, etc. are to be escorted by another student. No student is to walk throughout the building alone or without a hall pass.

When entering into the halls and multipurpose room, come in quietly.

When in the SLA position, you are to be quiet.

When in the halls, you are to move quietly.

In order to keep classroom interruptions to a minimum, please follow these guidelines:

Do not use students as messengers for personal errands or messages. All lines moving through the halls should be aware of other classes. Lines should move in an orderly, quiet manner. Teachers should direct lines to move to specific short distances, i.e. the bottom of the stairs, to the water fountain.

Children should not be left behind in a classroom or bathroom. Lines should move when all students are present. There were no students expelled this year. There were 38 student suspended involving 51 incidents.

### **Student Conduct - Attachment**

- SLACS Code of Conduct

### **Signature Page**

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

School Year: 2012

The Southwest Leadership 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 Southwest Leadership 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:** Alphonso Evans   **Title:** Mr.  
**Phone:** 215-729-1939   **Fax:** 215-729-1976  
**E-mail:** aevans@slacs-phila.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:** Kymberly Hernandez   **Title:** Mrs.  
**Phone:** 302-885-9387   **Fax:** 215-729-1976  
**E-mail:** Kymberly.hernandez@astrazeneca.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:** Kathryn Fennelly   **Title:** Ms.  
**Phone:** 215-729-1939   **Fax:** 215-729-1976  
**E-mail:** aevans@slacs-phila.org

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*Signature of the Special Education Contact Person and Date*

### **Signature Page - Attachment**

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