
Pennsylvania Department of Education



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

Charter Annual Report
Tuesday, May 07, 2013
(Last Accepted: Tuesday, November 15, 2011)

Entity: West Oak Lane CS
Address: 7115 Stenton Ave
Philadelphia, PA 19138

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Summary Data Part I

Charter School Annual Report Summary Data 2011 - 2012

Name of School: West Oak Lane CS

Date of Local Chartering School Board/PDE Approval: 09/24/1998 renewed 2002, 2007, 2012

Length of Charter: 5 years **Opening Date:** September 1998

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

Percentage of Certified Staff: 100% **Total Instructional Staff:** 49

Student/Teacher Ratio: 26:1 **Student Waiting List:** 196

Attendance Rate/Percentage: 94%

Summary Data Part II

Enrollment: 814 Per Pupil Subsidy: \$8,773

Student Profile

American Indian/Alaskan Native:	1
Asian/Pacific Islander:	2
Black (Non-Hispanic):	808
Hispanic:	3
White (Non-Hispanic):	0
Multicultural:	0

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:
78%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 71

Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	0	0	190	190	190	0	190
Instructional Hours	0	0	1225	1225	1225	0	1225

SECTION I. EXECUTIVE SUMMARY

Educational Community

The West Oak Lane Charter School was established in 1998. Soon after Pennsylvania's Charter School Law was enacted OARC, the Ogontz Avenue Revitalization Corporation, filed a charter application to establish the West Oak Lane Charter School. OARC is a non-profit community development corporation that was founded in 1983 for the purpose of creating and stimulating economic development and improving the quality of life in the West Oak Lane Community. It recognized that quality education is an important concern for this part of the city. In September of 1998 the school opened its doors with 548 students in grades K through 4. The 5th grade was added in September 1999; and grades 6, 7, and 8 were subsequently added between 2003 and 2005. WOLCS has renewed its charter three times, most recently in 2012.

The West Oak Lane neighborhood in the Northwest section of the City of Philadelphia was the chosen location for this charter school for several reasons. The percent of the area's population under the age of 18 exceeded the City average, as it still does today. The West Oak Lane Charter School (WOLCS) with the support and involvement of OARC was founded to provide the community an educational option for K-8 students. Today the school serves more than 800 students across those grades. Approximately 78% of enrolled students are eligible for free or reduced lunch.

WOLCS has entered its second decade in a strong position. Under the leadership of CEO Dr. Debbera Peoples Lee, who assumed the position in August of 2006, the administrative team negotiated a successor agreement with the AFT that included performance-based pay, and

raised the qualifications of the teaching staff. WOLCS has stabilized student enrollment, and improved achievement as measured by the PSSA. Curricular materials have been updated, and instruction in Character Education and Spanish is incorporated as a regular part of the educational program. The school has established itself as a safe and nurturing educational environment, and is committed to expanding co-curricular opportunities that allow students to develop cognitive as well as interpersonal skills. Students continue to have the opportunity to participate in the Arthur Ashe Tennis program. They also may participate in the WOLCS chess club which was established in the 2010-2011 school year. The school has established partnerships with Fox Chase Cancer Center, and Prudential.

Mission

The mission of WOLCS is "to empower children to become lifelong learners in the areas of science, technology and the humanities by exposing them to innovative ways of teaching and learning, while preparing them for the challenge of the 21st century in a safe, structured and nurturing environment."

Vision

Our vision encompasses success for students, recruitment and retention of staff and engagement of families and institutions in the community:

- WOLCS provides a superior education for students in grades K — 8, and is recognized as an employer of choice among public school teachers and paraprofessionals in Philadelphia.
- Students attending WOLCS feel safe, supported and challenged. They graduate thoroughly prepared to excel in the high school of their choosing — proficient in reading and language arts, mathematics and science; competent in the use of technology; civic-minded and confident; articulate, and capable of thinking independently, critically and creatively.
- Parents and guardians feel empowered and motivated to assist their children to excel at WOLCS, and community based organizations, businesses and other stakeholders are committed to and invest in innovative programs and the school's continued viability and success.

Shared Values

In building a strong and effective institution, WOLCS subscribes to the core belief and values that encompass the following daily actions for the school community:

- We recognize that providing a superior education is our most important priority.
- We embrace all students, regardless of learning potential.
- We promote commitment, dedication and integrity in everything we do.
- We provide an inclusive, supportive, safe and challenging environment for students and teachers.
- We know that all can be lifelong learners, capable of thinking independently, critically and creatively.

Academic Standards

WOLCS's instructional program prepares students to attain academic standards in core academic subjects — i.e. reading and language arts, mathematics, science, and social studies. The school's master roster supports the program design to afford students adequate instructional time in these core subjects during the 190-day school year. The roster also incorporates intervention periods during which teachers can best deliver instruction differentiated to the needs of their students.

The adopted curriculum materials at WOLCS are aligned with Pennsylvania's academic standards; and the school's administrators ensure that these materials are updated. Saxon and Excel math programs and the Success For All reading program, are implemented across the grades. For science, WOLCS utilizes Harcourt Science in Grades K — 5 and Houghton-Mifflin in Grade 6 — 8. Harcourt's Social Studies program has been adopted for grades K — 5 and Holt's World Geography, World History and U.S. History are used in Grades 6 — 8.

The school makes sustained efforts to assure that teachers are able to deliver quality instruction that prepares students to meet state standards. Two weeks before the school year starts for students, teachers return to school for professional development especially in the core content areas. Once the school year starts, professional development opportunities are provided each week for a minimum of three hours: every Wednesday, the students are dismissed at noon so that teachers may participate in professional development.

Enrichment, reinforcement, assessment and instructional interventions are consistent components of instruction across the grades. Administrators check teachers' lesson plans weekly to assess their incorporation of standards, assessments, best practices in methodology and innovation.

In the PSSA-tested grades, WOLCS utilizes Study Island benchmark assessments to determine students' proficiency in Math and Reading based on eligible content related to the academic content standards. In lower grades, the school uses DIBELS, as well as curriculum based assessments to assess students' proficiency in these subjects. Students in Kindergarten, First and Second Grades must generally be reading on grade level in order to progress to the next grade. Similarly, students in Kindergarten and First Grade must have a command of grade-appropriate math facts to progress to the next grade.

WOLCS has implemented a range of instructional interventions, including computer-assisted instructional programs such as Team Alphie, Learning Upgrade, Waterford Early Learning, and Pearson's Success Maker to support struggling students. The school also provides some in-school tutoring opportunities and has continued to expand these -- initiating the tutoring programs earlier in the school year.

Strengths and Challenges

West Oak Lane Charter School has made substantial school-wide gains over the past three years in both math and reading. School-wide, WOLCS students made Adequate Yearly Progress in SY 10-11 by scoring 88.6 percent proficient and advanced in Math and 67.16 percent proficient and advanced in reading on the PSSA. Other indicators of success at WOLCS include the acceptance of students into selective high schools. That

number has increased. Also, the number of parents that seek their children's admission to the school has also increased. WOLCS has effected dramatic improvement in refining the curriculum. The Math program has been updated to use the Saxon and Excel Math curricula exclusively. And in both reading and math, WOLCS has increasingly focused on providing technology based interventions.

WOLCS has implemented First In Math a web-based math program for students to reinforce their basic math facts and problem solving skills essential to move ahead into the more complicated areas of mathematics. In addition Study Island a program designed for PSSA preparation has been utilized in the last year. Study Island documents the skill deficits in both reading and math for students in grades 2 through 8. Benchmark assessments have been implemented on a more routine schedule to better inform strategies for instruction as well as focus interventions for individuals and small groups of students.

Parents are becoming increasingly involved in their children's education through the Parents as Partners program that provides classes and activities for parents to learn what students are doing in Math, Reading and Science. During SY 11-12, WOLCS hosted more than 40 parent seminars and events designed to empower them to help their students.

Students who are in danger of failing go through the Family Support process that brings parents into the academic process. Teachers also receive a great deal of support through in-service that is provided during the first two weeks of school as well as weekly during early dismissal days. In addition to members of our own staff, external consultants and experts associated with the adopted curricular programs along with PATTAN for special education training have augmented WOLCS professional development offerings.

Based on the PSSA results of 2011, West Oak Lane Charter School's Literacy Team recognized that students were not achieving in writing and supplemented writing instruction. An intervention period was again included within the master schedule to address skill deficits with small groups of students. Regrouping of students based on results of eight-week assessments was eliminated except in the early grades to encourage teachers to build stronger relationships with their students and to foster their sense of accountability for results. Additional pull-out supports, including computer-assisted interventions were offered by the Literacy Team as well as one-to-one and small group tutoring in Math. The intervention efforts in particular were intensified during SY 10-11. Based on the preliminary PSSA data for 2012, these measures have resulted in improved writing performance and WOLCS has again made AYP. However, the numbers of students performing at proficient and advanced levels appear to have fallen short of the state's AYP target for Reading.

Given the efforts needed to improve students' achievement in Math and Reading, maintaining an appropriate focus on instruction in Science, technology and the humanities continues to be challenging.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

Today the challenge for WOLCS is to move from Good to Great, achieving greater levels of success and advancing the School's mission to be a school that empowers children "to become lifelong learners in the areas of science, technology and the humanities. . . ." The strategic plan is a vital tool in charting the school's future direction.

The plan is designed to be sufficiently structured as to keep the School focused yet elastic enough to accommodate new ideas and critical needs. Each year, the Trustees and administrators use the plan to review WOLCS' progress, adapting and modifying it as necessary to respond to changes in the environment. It guides WOLCS's actions to carry out the School's mission, and provides the framework for developing annual performance goals for administrators and staff alike.

WOLCS's process of planning and continuously refining the strategic plan is student centered with achievement data driving the focus. The plan builds on goals and objectives articulated in a previous five-year strategic plan. It incorporates the deliberations of the Trustees and administrators during board retreats. It takes into account the recommendations of the Student Success Working Group, comprised of teachers, administrators, and external advisors convened during the 2007-2008 school year. It also has been shaped by the input of members of the WOLCS Meet and Discuss Committee, established under the teachers' union contract, as well as by suggestions from WOLCS teachers and staff especially those who are also parents or guardians of students who attend the school.

Annually, at the end of the school year, members of the WOLCS Academic Leadership Team (ALT) reflect on the outcomes of the school year completed to revise and prioritize the goals, strategies, performance indicators and time lines for implementing the strategic plan. The determinations of the ALT become the blue print for administrators, teachers and staff to design and refine the instructional program for the next school year.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Peoples-Lee, Debbera	West Oak Lane Charter School	Administrator	Board
Brown, William	West Oak Lane Charter School	Administrator	CEO
Davis, Tiffany	West Oak Lane Charter School	Special Education Representative	CEO
Edwards, Yolonda	West Oak Lane Charter School	Ed Specialist - Instructional Technology	CEO
Krall, Troy	West Oak Lane Charter School	Administrator	CEO
Laws, Renee	West Oak Lane Charter School Trustee	Board Member	Board
Lewis, Linette	West Oak Lane Charter School	Administrator	CEO
Matlock-Turner, Sharmain	Urban Affairs Coalition	Board Member	Board
McNeil, Barbara	BARRA Associates	Other	Board
Middleton, Peguy	West Oak Lane Charter School	Ed Specialist - School Counselor	CEO

Mills, Timika	West Oak Lane Charter School	Administrator	CEO
Moses, Sheila	West Oak Lane Charter School	Administrator	Board
Taylor, Sharmeka	West Oak Lane Charter School	Parent	Chief of Staff
VanOoyen, Mark	West Oak Lane Charter School Union Representative	Regular Education Teacher	Peers
Woods, Arlene	OARC	Business Representative	Board
Zeigler, Charletta	West Oak Lane Charter School	Administrator	CEO

Goals, Strategies and Activities

Goal: Build a Positive School Climate Characterized by Respect, Responsibility, Safety and Security

Description: All students hold themselves and their peers accountable for demonstrating pro-social behaviors; truancy is rare, and the school environment is safe and free of physical hazards.

Strategy: Implement Safety and Crisis Management Plan

Description: Consistently complete Prevention / Mitigation and Preparedness Check-lists and Crisis Response Drills as Required by the Plan.

Activity: Crisis Response Drills

Description: Increase the number and type of crisis response drills: Shelter-in-Place, Lockdown, Evacuation, Remote Evacuation

Person Responsible Timeline for Implementation Resources

Mills, Timika	Start: 9/8/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Date	Comment
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7/21/2011	Under the leadership of Timika Mills, Assistant Principal for Climate and Parent Relations, crises response drills are routine. With the newly constructed expanded school facility to be completed in the fall of 2011, substantial modifications to the procedures will be required.
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Strategy: Monitor and Utilize Student Demographic Data

Description: Implement clear policies and procedures regarding identification and follow through with students who are truant or recommended for disciplinary referrals, or suspensions.

Activity: Improved Record Keeping for Disciplinary Referrals to Track Students' History

Description: Improve process of log-entries for student misbehavior based on Code of Conduct; and track suspensions throughout each student's career at the School.

Person Responsible	Timeline for Implementation	Resources
Mills, Timika	Start: 8/23/2010 Finish: 8/1/2013	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	2	0
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status

- School Entity
- Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Participants will improve data analysis skills recognizing the importance of demographic as well as student performance data.

Data analysis involves looking at different types of data as snapshots as well as over time. Considering student performance data alone is not enough to determine students' instructional needs nor to identify institutional changes that may be required.

For classroom teachers, school counselors and education specialists:

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

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

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Provides leaders with the

ability to access and use appropriate data to inform decision-making.

Educator Groups Which Will Participate in this Activity

Role

- Classroom teachers
- Principals / asst. principals
- School counselors

Follow-up Activities

Evaluation Methods

- | | |
|--|--|
| <ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Individual review | <ul style="list-style-type: none"> • Student PSSA data • Standardized student assessment data other than the PSSA • Review of written reports summarizing instructional activity • Review of reports (Assess accuracy timeliness of entries) |
|--|--|

Status: In Progress — Upcoming

Strategy: Prepare Staff to Perform CPR and First Aid

Description: Staff will be able to perform CPR and provide first aid in emergencies.

Activity: CPR/First Aid Training

Description: Staff will be trained in CPR and first aid. Training will occur at the beginning of each school year for staff to become certified / re-certified in CPR and First Aid

Person Responsible	Timeline for Implementation	Resources
Peoples-Lee, Debbera	Start: 8/17/2009 Finish: 8/16/2010	\$7,930.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
4.00	3	56
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status

West Oak Lane

- School Entity

Approved

Knowledge and Skills

Research and Best Practices

Designed to Accomplish

Staff will be able to provide CPR and/or first aid to potential victims.

Required that staff have this training by PA.

For classroom teachers, school counselors and education specialists:

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.

Educator Groups Which Will Participate in this Activity

Role

- Classroom teachers
- Principals / asst. principals

Grade Level

- Early childhood (preK-grade 3)
- Middle (grades 6-8)
- Elementary (grades 2-5)

Subject Area

- Health, Safety and Physical Education

Follow-up Activities

- each year

Evaluation Methods

- assessment (Staff must pass the assessment given by instructor.)

Status: In Progress — Overdue

Date Comment

7/21/2009 As new staff are hired and staff reach their recertification deadlines, CPR training will be provided to insure compliance with state regulations.

Goal: Build a School Culture that Promotes Professionalism, Collaboration and Accountability for Student Learning

Description: On a continuous basis WOLCS provides opportunities for teachers and staff not only to grow in content area knowledge but also to master the art of teaching using data and student work as a guide for planning and instruction. The School supports individualized professional growth activities. WOLCS also develops grade level teacher leaders who can lead their colleagues in the process of assessing students' progress

Strategy: Develop Teacher Leaders

Description: Create leadership opportunities for teachers.

Activity: Foster Professionalism

Description: Consistently communicate the requirements of the School's Credo of Professionalism and the Pa. Code of Professional Responsibility.

Person Responsible Timeline for Implementation Resources

Peoples-Lee, Debbera Start: 8/23/2010 -
Finish: Ongoing

Status: In Progress — Upcoming

Date Comment

7/21/2011 The WOLCS Professionalism Credo, an acrostic defining the professional expectations of all staff at the school, has been widely distributed and continues to be an effective mechanism for reinforcing school standards.

Activity: Grade Group Meetings

Description: In the master roster provide common planning time for grade groups, and require grade group meetings facilitated by grade-group leader in each grade.

Person Responsible Timeline for Implementation Resources

Moses, Sheila Start: 9/14/2009 -
Finish: Ongoing

Status: In Progress — Upcoming

Activity: Incentives

Description: Recognize and reward professionalism among instructional staff: e.g. perfect attendance, peer designed and led professional development, self-directed professional development

Person Responsible Timeline for Implementation Resources

Peoples-Lee, Debbera Start: 10/5/2009 -
Finish: Ongoing

Status: In Progress — Upcoming

Strategy: Monitor Staff Attendance

Description: Monitor staff attendance and periodically apprise them of their status vis a vis leave usage and tardiness.

Activity: Incentives

Description: Recognize and reward professionalism among instructional staff: e.g. perfect attendance, peer designed and led professional development, self-directed professional development

Person Responsible Timeline for Implementation Resources

Peoples-Lee, Debbera Start: 10/5/2009 -
Finish: Ongoing

Status: In Progress — Upcoming

Strategy: Strengthen Infrastructure for Learning

Description: Assure that WOLCS has appropriate infrastructure to support 21st century learning: people, policies, resources, broadband connectivity, servers, software, management systems and administration tools.

Activity: On-Line Professional Growth Opportunities

Description: Incorporate the use of on-line resources and subscriptions and Web 2.0 tools to support professional growth and development of professional learning communities of teachers.

Person Responsible Timeline for Implementation Resources

Zeigler, Charletta Start: 9/7/2010 -
Finish: Ongoing

Status: In Progress — Upcoming

Date Comment

7/21/2011 The on-line learning opportunities provided through Discovery Education Streaming Video and ASCD's PD in Focus, will receive greater emphasis within the School's professional development schedule for SY 2011-2012.

Strategy: Strengthen Teacher Evaluation Processes

Description: Use multiple-measure evaluation processes for teachers to identify professional growth areas and opportunities.

Activity: Foster Professionalism

Description: Consistently communicate the requirements of the School's Credo of Professionalism and the Pa. Code of Professional Responsibility.

Person Responsible Timeline for Implementation Resources

Peoples-Lee, Debbera Start: 8/23/2010 -
Finish: Ongoing

Status: In Progress — Upcoming

Date Comment

7/21/2011 The WOLCS Professionalism Credo, an acrostic defining the professional expectations of all staff at the school, has been widely distributed and continues to be an effective mechanism for reinforcing school standards.

Activity: Incentives

Description: Recognize and reward professionalism among instructional staff: e.g. perfect attendance, peer designed and led professional development, self-directed professional development

Person Responsible Timeline for Implementation Resources

Peoples-Lee, Debbera Start: 10/5/2009 -
Finish: Ongoing

Status: In Progress — Upcoming

Activity: Teacher Accountability

Description: Utilize classroom observations to evaluate fidelity of curriculum-based instruction.

Person Responsible Timeline for Implementation Resources

Moses, Sheila Start: 9/8/2009 -
Finish: Ongoing

Status: In Progress — Upcoming

Strategy: Strengthen Teacher Induction

Description: Implement cohort strategies and self-assessment tools to enhance teacher induction experience.

Activity: Foster Professionalism

Description: Consistently communicate the requirements of the School's Credo of Professionalism and the Pa. Code of Professional Responsibility.

Person Responsible Timeline for Implementation Resources

Peoples-Lee, Debbera Start: 8/23/2010 -
Finish: Ongoing

Status: In Progress — Upcoming

Date Comment

7/21/2011 The WOLCS Professionalism Credo, an acrostic defining the professional expectations of all staff at the school, has been widely distributed and continues to be an effective mechanism for reinforcing school standards.

Goal: Creatively Partner with Families to Ensure Student Engagement and Family Connections to WOLCS

Description: WOLCS provides a variety of opportunities for parent involvement including educational programs, home-to-school communication and volunteering activities. All teachers are familiar with and utilize technologies (including the student information system) to engage, communicate to and connect with students, parents and families.

Strategy: Enhance Parent Engagement and Education Programs

Description: Provide family engagement and education programs of high quality targeted to address students' educational and developmental needs.

Activity: Parent / Family Engagement Events - Promotion

Description: Publish / publicize an annual listing of parent seminars, workshops and "Fun & Learning" events. Promote events through posters, e-vites, text messages and newsletter.

Person Responsible Timeline for Implementation Resources

Middleton, Peguy Start: 9/8/2010 -

Finish: Ongoing

Status: In Progress — Upcoming

Strategy: Proficient Use of Power School Student Information System

Description: Assure that all staff can utilize the Power School student information system to accurately maintain students' records, and to communicate records information to parents.

Activity: Power School Training - Instructional Records

Description: Power School training using functions related to grade input, attendance, discipline and communication with family.

Person Responsible	Timeline for Implementation	Resources
Edwards, Yolonda	Start: 6/25/2008 Finish: 6/30/2011	\$5,600.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
6.00	4	65
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
West Oak Lane Charter School and Power School.	<ul style="list-style-type: none">• School Entity• Company	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Staff will be able to enter information, including log entries, track student attendance, behaviors, grades, and assessments and communicate this information to parents.	Maintaining timely accurate data is essential to maximize the functionality of the School's student information system. It also enables the school to identify students who may be experiencing challenges inside and outside of the school.	<i>For classroom teachers, school counselors and education specialists:</i> <ul style="list-style-type: none">• Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.• 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.
- Empowers educators to work effectively with parents and community partners.

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

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

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> Classroom teachers Principals / asst. principals Superintendent / asst. superintendents School counselors Other educational specialists 	<ul style="list-style-type: none"> Early childhood (preK-grade 3) Middle (grades 6-8) Elementary (grades 2-5) 	<ul style="list-style-type: none"> Reading, Writing, Speaking & Listening Science and Technology Health, Safety and Physical Education World Languages Kindergarten Early Learning Standards Mathematics History

Follow-up Activities

Evaluation Methods

- | | |
|--|--|
| <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Participant survey Review of participant lesson plans |
|--|--|

- data meetings

Status: In Progress — Overdue

Strategy: Robust School-Home Communication

Description: Equip staff to use available resources like the School's web-site (including the parent portal of Power School) to create homework calendars, resource recommendations and other communication with parents and community.

Activity: Parent / Family Communication Regarding Attendance & Truancy

Description: Implement School Messenger -- an electronic system of parental notification -- re: students' truancy.

Person Responsible Timeline for Implementation Resources

Edwards, Yolonda	Start: 9/8/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Date	Comment
7/21/2011	Utilization of School Messenger has made the process of communicating to parents much more timely and efficient.

Goal: Ensure that the WOLCS Educational Program Maximizes Students' Success in Mathematics

Description: Students demonstrate grade level proficiency, and by the time they complete the 8th Grade, they are prepared to take high school Algebra.

Strategy: Enhance Math Interventions

Description: Provide professional development in using Excel and Saxon math programs for differentiating math instruction.

Activity: Math Instruction

Description: Deliver several trainings throughout the school year on implementation of Saxon and Excel curricular materials. Teachers learn how track student performance on curriculum based assessments, how to interpret performance data, and how to modify instruction.

Person Responsible	Timeline for Implementation	Resources
Krall, Troy	Start: 8/23/2010 Finish: 6/28/2013	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.50	4	45

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
West Oak Lane Charter School	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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For classroom teachers, school counselors and education specialists:

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

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.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none">• Classroom teachers	<ul style="list-style-type: none">• Early childhood (preK-grade 3)• Middle (grades 6-8)• Elementary (grades 2-5)	<ul style="list-style-type: none">• Mathematics

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• Standardized student assessment data other than the PSSA• Review of participant lesson plans

Status: In Progress — Upcoming

Goal: Ensure that the WOLCS's Educational program Maximizes Students' Success in Science

Description: Students are skilled in empirical reasoning and demonstrate grade level proficiency. They can differentiate between scientific fact and opinion and can apply skills to design and conduct investigations, making predictions, observations and drawing conclusions.

Strategy: Incorporate Hands-on Science Activities Into Science Instruction

Description: Provide training with the use of kits and other resources to incorporate hands-on and experimental inquiry into the science curriculum so that teachers deliver effective science instruction and understand how to incorporate hands-on methodology into content rich curriculum as well as how to assess student learning using a variety of assessments.

Activity: Hands-on science

Description: Provide professional development on how to incorporate/do hands-on science with the use of kits while keeping content strong.

Person Responsible	Timeline for Implementation	Resources
Krall, Troy	Start: 8/23/2010 Finish: 8/14/2013	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	10	25
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
West Oak Lane Charter School	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Teaching science using strong content knowledge and hands-on activities.	Science instruction requires that students understand scientific inquiry. Experimental inquiry and the scientific method can best be taught through hands-on experiments and activities.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> Classroom teachers 	<ul style="list-style-type: none"> Early childhood (preK-grade 3) Middle (grades 6-8) Elementary (grades 2-5) 	<ul style="list-style-type: none"> Science and Technology

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Review of participant lesson plans

meet varied student
learning styles

Status: In Progress — Upcoming

Date	Comment
7/21/2009	Utilizing the hands-on grant from the state and current curriculum program, WOLCS continues to provide staff training on hands-on science which in turn provides students with the appropriate learning of science skills.
7/21/2011	Professional development related to Science will continue to emphasize the incorporation of hands-on activities that are based on the curricular materials.

Activity: Science Fairs

Description: In the middle grades increase instructional focus on students' creating projects for entry into local and regional science fairs.

Person Responsible Timeline for Implementation Resources

Krall, Troy	Start: 12/6/2010	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Date	Comment
7/21/2011	The number of student entrants to the Carver Science Fair increased between SY 2009-2010 and SY 2010-2011 at both elementary and middle school levels.

Statement of Quality Assurance

Charter school has met AYP.

There are currently no supporting documents selected for this section.

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

WOLCS has implemented curricula that are fully aligned with the academic content standards developed by the Pennsylvania State Department of Education.

MATH

The Mathematics program, Saxon and Excel Math, are research based, spiraling curricula. The components of each program build upon math concepts taught in the early grades. The components emphasize computational skills, math concepts, problem solving, as well as connections with real word application. The Middle School utilizes Saxon Math with an Algebraic component. All students in 1st

through 8th Grade are enrolled and participate as users of First In Math a computer-assisted, basic skills program. The program is web-based; therefore students have access during in-school and out-of-school hours. Additionally, students in grades 3 — 6 utilize the Measuring up PSSA workbook on Wednesdays during half — days. Students in grades 7 and 8 have a PSSA Math class each day as part of their regular schedule.

Reading

The core **Reading Program** for grades K-8 is Success for All, a research based and research proven curriculum. Success for All (SFA) is a comprehensive reading approach designed to ensure that every child will read at or above grade level. The program, for grades K to 6, emphasizes prevention and early intervention to respond to and solve any child's learning problems. SFA is an approved model in accordance with the "No Child Left Behind" legislation.

Success for All provides schools with:

- Research-based and research proven curriculum materials.
- Extensive professional development in proven instructional strategies.
- Assessment and data-monitoring tools.
- Classroom management techniques.
- One-to-one tutoring for struggling students.
- Ongoing family involvement and community support.

The Success for All reading program is based on extensive research into the ways children learn to read and write. At the heart of the program is 90 minutes of uninterrupted, daily reading instruction. Cooperative learning embedded throughout the program focuses on individual student accountability, common goals, and recognition of group success. Providing the opportunity to work with peers enables students to master basic reading skills as they continue to grow as thoughtful learners (Success for All).

Writing

At the West Oak Lane Charter School, we are committed to including writing as a core component of our curriculum. Our goal is to introduce students to formal writing instruction beginning in Kindergarten and continue through grade 6. Once the foundation has been established and reinforced, students will interrogate all that they have learned into the other content areas in grades 7 and 8. WOLCS will continue to use the Writing Language Arts Program by SRA. The Writing Language Arts program helps students master essential writing skills and processes through explicit instruction, relevant models, and effective practice.

With ***Writing and Language Arts our students will :***

- Learn to write effectively in all subject areas and for proficiency tests
- Practice generating ideas, drafting, revising, and editing

A school-wide framework has been developed to outline the skills/strategies that will be taught in each content area for each grade level.

Assessment

The following assessments are administered to gather data on students at the West Oak Lane Charter School:

- DIBELS - grades K-3 - 3x yearly
- Success for All curriculum based assessments - grades 1-8 weekly

- Scholastic Reading Inventory - grades 1-8 quarterly
- Roots Informal Inventory - grades K and 1 quarterly
- Study Island Benchmark (Reading and Math) - grades 3-8 - 3x yearly
- Writing prompts - grades 3-8 quarterly
- Saxon Math Baseline and End of Year Test

To help students prepare for state testing, the PSSA, both Study Island and Measuring Up have been implemented. Students are assessed using the Study Island Benchmark at least three times before the PSSA is administered. Data driven professional development sessions are provided by the Literacy and Math Specialists frequently to make certain that all student needs are met.

Intervention

In order to ensure that the needs of all students are met at the West Oak Lane Charter School, several intervention programs have been implemented.

At risk students in grades K-3 receive intervention using at least one of the resources listed below:

- Waterford Early Intervention (Computer based and direct instruction)
- Team Alphie (computer based)
- Success Maker (computer based)
- Tutoring (Small Groups)

At risk Students in grades 3-8 receive intervention using at least one of the resources listed below:

- Success Maker (computer based)
- Learning Upgrade (computer based)
- Study Island (computer based)
- Reading Horizons (computer based and direct instruction)
- Tutoring (Small Groups)

To guarantee that time is allotted for students to receive the intervention that is needed for success, intervention periods are scheduled into the roster at least four times weekly.

Social Studies

The framework for each unit of study is presented through "BIG Ideas" and Essential Questions. Through the use of rich content, illustrations, graphics, and specialized features student insight and viewpoints are refined. The goal of Harcourt Social Studies is to extend students' social understanding while laying a foundation for worth and value within the society. In addition, several anchors have been adopted into social studies as a way to ensure that all skills are taught in the subjects where the fit is most natural.

Science

The 6th — 8th grade Science Program is called Science Fusion. It is designed to provide students multiple ways of learning concepts and skills using inquiry. It contains an interactive student work text, an online interactive digital curriculum and a complete Lab program. The exciting digital curriculum, bold print and dynamic hands — on virtual labs create and promote active learning of the state standards. This program replaces one that was obsolete, archaic and

boring. This program combined with Measuring Up and Discovery Learning will afford our students the opportunity to think critically and make informed decisions. Science Fusion gives teachers and students everything they need to learn Science in a fun and stimulating way.

The following is the breakdown of modules and how they will be implemented and taught:

6th Grade:

Module E: The Dynamic Earth

Module F: Earth's Water and Atmosphere

Module G: Space Science

7th Grade:

Module A: Cells and Heredity

Module B: The Diversity of Living Things

Module C: The Human Body

Module D: Ecology and The Environment

8th Grade:

Module K: Introduction to Science and Technology

Module H: Matter and Energy

Module I: Motion, Forces and Energy

Module J: Sound and Light

Professional Development

WOLCS's research-based curricula are aligned with the Pennsylvania content standards. Teachers are provided with professional development on how to use standards to drive instruction. Teachers are required to include the standards in their lesson planning and to display standards for each subject area in the classroom daily. At WOLCS, both the standards and eligible content are a focus of student achievement and are tracked via checklists and various reports from Study Island.

The elements of the curriculum are organized by grade level. For several of the courses a scope and sequence is prepared and followed. The enrichment, reinforcement, re-teaching and assessment components are used to meet the developmental needs of the students.

WOLCS promotes in-depth and inquiry-based teaching and learning through its professional development in "best practices" in teaching and methodology. WOLCS incorporates several innovative practices and strategies that have proven successful such as implementing a longer school day and school year, scheduling for academic interventions within the instructional day to assist students in specific skill areas, using Para-professionals to assist small groups, assigning tutors, utilizing computer-assisted instructional technologies.

WOLCS has implemented strategies to accelerate academic skill development, content knowledge, and learning strategies of students who perform significantly below standards. These strategies include: Tutoring, Benchmark testing, computer-assisted instructional programs including First in Math and Study Island and Pearson's Success Maker.

Professional development is provided weekly for teachers for up to three hours. PD sessions include development on the following:

- Collecting, analyzing, and using data
- Implementation of core and intervention programs
- Cooperative learning
- School culture and climate
- Technology

Rigorous Instructional Program - Attachments

- State approved PD letter
- Teacher Induction Approval Letter from PDE

English Language Learners

WOLCS has procedures in place for identifying and assessing LEP (Limited English Proficient) students. The families of students entering WOLCS are required to complete a Home Language Survey at the time of enrollment.

WOLCS has no LEP students enrolled at this time, nor has the school had LEP students enrolled in the last 6 years — during the tenure of the current administration. WOLCS does not have an alternative ELL program in place. However, school teachers and administrators are aware of their obligations to provide necessary alternative language services to students in need of such services, and of their obligation to seek any assistance necessary to comply with the requirements of Title VI of the Civil Rights Act.

At WOLCS, all students have equal and meaningful access to the school's instructional programs.

English Language Learners - Attachments

- LEP ACS 2008-2009
- ELL and ESL Policies and Procedures

Graduation Requirements

West Oak Lane Charter School serves students in grades k-8, therefore we do not have high school graduation requirements.

Special Education

West Oak Lane Charter School has developed policies in accordance with federal and state regulations and guidelines to insure the provision of a free appropriate public education to all school-aged children, including those with disabilities. We provide appropriate special education programs and related services that are:

- provided at no cost to parents
- provided under the authority of a school entity, directly by referral or by contract
- individualized to meet the educational needs of the child
- reasonably calculated to yield meaningful educational or early education benefit and progress and designed to conform to an Individual Education Program (IEP)

Children Serviced In Special Education Programs

WOLCS provides special education service to children who may have one or more of the following physical or mental disabilities:

- autism
- deaf/blindness
- deafness
- emotional disturbance
- neurological impairment
- hearing impairment
- mental retardation
- multiple disabilities
- orthopedic impairment
- other health impairment
- specific learning disability
- speech or language impairment
- traumatic brain injury
- visual impairment/ blindness

Accommodations for Protected Handicapped Students

Under Section 504 of the Rehabilitation Act of 1973, and under the Americans with Disabilities Act, some school age children who do not meet the eligibility criteria outlined above might nevertheless be eligible for special protections and for adaptations and accommodations in instruction, facilities, and activities. In certain instances, this includes students diagnosed with an Attention Deficit Disorder. While these students may not be eligible to receive supports and accommodations through special education programs, these children may be entitled to certain protections, adaptations, and accommodations if they have a mental or physical impairment that substantially limits or prohibits participation in or access to an aspect of the school program. WOLCS identifies children who may qualify for special services to ensure equal opportunity to participate in the school program and extracurricular activities to the maximum extent appropriate for the individual child. In these instances, a Chapter 15 - 504 Plan would be developed with the parent's permission and involvement.

Screenings and Child Find

West Oak Lane Charter School is a tuition-free public school. Students are accepted without regard to sex, race, color, athletic ability, measures of aptitude or achievement, English proficiency, disability status, or national origin. Eligibility criteria or applications for new enrollment are provided in February. The enrollment application is non-discriminatory on its face and is applied in a nondiscriminatory manner. A lottery is used to admit students when spaces are oversubscribed.

As required by federal and state law and regulations, West Oak Lane Charter School has established "screening" and "evaluation" procedures to identify children needing special education. If a disability is suspected, teachers, other school personnel or parents may refer a child to the Family Support Team for additional supports and interventions. The team may decide to refer the student for screening and evaluation.

Screenings

The purpose of screening is to fulfill the West Oak Lane Charter School's duty under federal law to establish and implement "...policies and procedures to ensure that ... all children with disabilities ... regardless of the severity of their disability, and who are in need of special education and related services are identified, located, and evaluated..."

Upon acceptance to WOLCS, information is collected on students from immediately available data sources that are critical indicators of student progress. Sources include, but not limited to: cumulative records, enrollment records, report cards, and medical records. Additional screening procedures include skills assessment administered in the summer for entering students, speech and language screenings, hearing and vision screening, quarterly academic assessments, and academic and medical review of records.

Parents suspecting that a child may have a disability and may need special education services can request a screening or evaluation in writing by contacting the school's Special Education Coordinator. No evaluations may be conducted without written parental permission.

Current Special Education Data

Special Education Coordinator: 1

Sped Teachers: 4

Speech and Language Pathologists: 1 (onsite 5 days/week)

Occupational Therapist: 1 (on-site 2-3 days weekly)

Physical Therapist: 1 (on-site 1 day/weekly)

Psychologist: 1 (on-site 5 days weekly)

Para Professional: 3 (behavior support; on site 5 days/week)

Special Education - Attachments

- Screening/Referral Process 2010-2011
- Special Education Handbook: Policies and Procedures

Special Education Program Profile - Chart I

<u>Teacher</u>	<u>FTE</u>	<u>Type of class or support</u>	<u>Location # of Students</u>	<u>Other Information</u>
Leslie DiNardo	1.0	learning/emotional support	WOLCS 16	Grades K-2

Heather Hershock	1.0	learning/emotional support	WOLCS 12	Grades 3-4
Madelyn Norris	1.0	learning/emotional support	WOLCS 12	Grades 5-6
Bethany Younkens	1.0	learning/emotional support	WOLCS 9	Grades 7-8
Leslie DiNardo	1.0	speech and language	WOLCS 18	Grades K-2
Heather Hershock	1.0	speech and language	WOLCS 7	Grades 3-4
Madelyn Norris	1.0	speech and language	WOLCS 2	Grades 5-6
Bethany Younkens	1.0	speech and language	WOLCS 2	Grades 7-8

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
none	0	0	0	0	0

Special Education Program Profile - Chart III

Title	Location	FTE
None	None	none

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Kaleidoscope Family Solutions	Speech Therapy	32 hours
Kaleidoscope Family Solutions	Occupational Therapy	21 hours
Kaleidoscope Family Solutions	Physical Therapy	1 hour
Kaleidoscope Family Solutions	School psychologists	32 hours
Kaleidoscope Family Solutions	Para professional/Behavior Support	32 hours
Kaleidoscope Family Solutions	Therapeutic Support Staff/1:1 support	32 hours
Kaleidoscope Family Solutions	Para professional/Behavior Support	32 hours

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
Local Assessment: Dibels	Yes	Yes	Yes	Yes	No	No
Terra Nova	No	No	No	No	No	No
PSSA	No	No	No	Yes	Yes	Yes
Local Assessment: Study Island Benchmark	No	No	No	Yes	Yes	Yes
Local Assessment: Scholastic Reading Inventory	No	No	Yes	Yes	Yes	Yes

Local Assessment: Excel Baseline and End of Year Yes Yes Yes Yes Yes Yes

Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
PSSA	Yes	Yes	Yes	No	No	No	No
SRI	Yes	Yes	Yes	No	No	No	No
4-Sight	No	No	No	No	No	No	No
Study Island Benchmark	Yes	Yes	Yes	No	No	No	No
Local Assessment: Saxon and/or Excel Math Baseline and End of Year	Yes	Yes	Yes	No	No	No	No

Student Assessment

Our goals for raising reading and math scores continue to be evident in our PSSA results each year. We are currently using a number of internal assessments including the SRI, DIBELS, Study Island, Success Maker and Excel Math. Consistent assessments have enabled us to more accurately measure and monitor student success, as well as needs/deficiencies. The data from these interventions also informs us in terms of providing more tailored/targeted professional development.

Our 2010 PSSA outcomes for math were exceptional within our district, state and nationally. In terms of math performance, our students have produced the following outcomes: 2003-2004 @ 14.5%, 2004-2005 @ 24.5%, 2005-2006 @ 32%, 2006-2007 @ 43%, 2007-2008 @ 59.7, 2008-2009 @ 74.9%, 2009-2010 @ 82% and 2010-2011 @ 88%.

Reading performance, although not as remarkable, has demonstrated a solid, positive trend. In terms of reading performance, our students have produced the following outcomes: 2007-2008 @ 44.9%, 2008-2009 @ 50.5%, 2009-2010 @ 60% and 2010-2011 @ 67%. In addition, we continue to show a steady reduction of students scoring below basic.

Our organizational structure continues to make the difference in performance. The development of an Academic Leadership Team consisting of a math and reading specialist, along with an expansive team of paraprofessionals, two deans, tutors and a dedicated academic and family support person has helped to ensure that our school climate is conducive to learning.

We invest heavily in professional development to ensure that teachers are trained to deliver the curriculum, that they are trained on a variety of assessments and more importantly, that they use the data to differentiate learning and provide targeted instruction to students in their classes.

We utilize the Pennsylvania Department of Education's forms for the evaluation of Instructional I and II teachers to make certain that we are holding teachers accountable as well as providing opportunities for growth and development. These

evaluations are completed twice a year. Goal planning and informal observations are also conducted to provide input and guidance.

Student Assessment - Attachment

- 2011-2012 PA School PSSA Report

Teacher Evaluation

The school utilizes the Pennsylvania Department of Education's forms for the evaluation of Instructional I and II teachers. This covers four core categories of competency: planning and preparation, classroom environment, instructional delivery and professionalism. These evaluations are completed twice a year (fall and spring) for all teachers. As part of the evaluation process, informal observations are also conducted with input from the select members of the school's Academic Leadership Team (Middle School Assistant Principal/Math Specialist, Lower School Principal/Literacy Specialist, and Assistant Principal for School Climate, Special Education Coordinator and the Chief Academic Officer/Chief of Staff) and all records are maintained by administration.

In the absence of a principal this year, evaluations were conducted by consultant Dr. Arlene Holts who is Pennsylvania certified in the areas of elementary and secondary education. Dr. Holtz served in the School District of Philadelphia for over 30 years as a teacher, principal and senior level administrators, which provided extensive experience in the area of teacher evaluation.

Dr. Holtz, accompanied by our 3 Assistant Principals, spent an extensive amount of time in classrooms, meeting individually with teachers, providing ongoing written and verbal feedback to ensure that growth and development were clearly articulated, documented and monitored, as well as to ensure that rapport and relationships were in place to support the evaluation process.

Conferences were conducted with individual teachers after each round of evaluations to discuss strengths and weaknesses, as well as provide input on strategies for improving performance.

Teacher Evaluation - Attachments

- Instructional II evaluation form
- Instructional I evaluation form

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

WOLCS has maintained stable leadership within its administration, though it has modified the scope of responsibility for some staff. In SY 2011-2012, Charletta

Zeigler, Reading Specialist and Troy Krall, Math Specialist completed a second year in their roles as Assistant Principals along with Timika Mills.

Ms. Zeigler served as Assistant Principal for the Lower School (Grades K - 4) and Mr. Krall served as Assistant Principal for the Upper School (Grades 5 - 8). They each continued to shoulder full responsibility for their core content areas (math and literacy). Ms. Timika Mills continued in her role as the Assistant Principal for Climate and Parent Relations.

All three Assistant Principals continued to participate in the PIL induction program; however, their course load was significantly limited this year due to their level of involvement in the planning process for the transition into our new middle school building.

In their 2nd year as Assistant Principals, their level of involvement of teacher supervision and evaluation significantly increased. However, the primary responsibility for the observation and rating of teachers continued to be provided by our external consultant, Dr. Arlene Holtz, who continued to serve as the school's rating officer this year.

There have been some changes to the school's Board of Trustees. Three trustees resigned on account of the professional demands of their regular full-time jobs. We are currently in the process of replacing them with individuals identified through a formal nomination process.

All vacancies will be filled by the fall of 2012.

Board of Trustees

<u>Name of Trustee</u>	<u>Office (if any)</u>
Sharmain Matlock-Turner	President
Darlene Callands-Curry	Vice President
Renee Laws	Secretary
David Bright	Treasurer
Derek Green	Member
Michele Jones	Member
Kwadwo Burgee	Member
Jenny Chung	Member
Stanley Straughter	Member
Weston Somerville	Member

Professional Development (Governance)

A Board of Trustees retreat is held annually. The Board reviews its own practice and identifies steps to improve effectiveness during these retreats. During the day retreat the WOLCS Board is trained by a consultant, Barbara McNeil, J.D. from BARRA Associates, LLC. The training

reinforces the Trustees' understanding of the requirements of ACT 22, the Sunshine and Ethics Acts. New and amended legislation and other legal issues regarding Board Governance and fiduciary responsibilities are addressed. Training and information is also disseminated during Board meetings that are held monthly as necessary to keep the Board up to date on fiduciary and other legal responsibilities. The 2012 retreat was focused on development and fundraising. The agenda focused on leadership, trustees and staff roles/responsibilities in fundraising. The day was facilitated by consultants from Fairmount Ventures.

Coordination of the Governance and Management of the School

The Board of Trustees either as a full board or as board committees met every other month, and have continued to take an active role in the management of the school. The appointed CEO has responsibility for maintaining school property, assigning administrators and staff, devising academic and non-academic programs, and supervising all aspects of the school's operation and reporting to the Board of Trustees for the final approval. The Board is responsible for long range planning, establishing policies and procedures and for approving the annual budget. The Board of Trustees works in collaboration with the charter authorizer through the WOLCS Administrative team and maintains a positive working relationship with each other.

With the exception of the annual board retreat, all board meetings are advertised to the public and held on the school campus.

Coordination of the Governance and Management of the School - Attachment

- 2012-2013 Board Meeting Dates

Community and Parent Engagement

The Board of Trustees through the West Oak Lane Charter School's Academic Leadership Team has implemented a variety of media to foster parent and community involvement. An integral aspect of promoting involvement is keeping parents and families informed and connected to our school community with the common goal of child achievement.

On a weekly basis, a narrative newsletter entitled WOLCS Parent Alert is provided to all parents. This weekly Parent Alert highlights school's events by spotlighting student achievement, sharing parental reminders on school policy and procedure, informing parents of global and community events, and sharing news on upcoming parent involvement opportunities. As attachments, calendars and flyers containing school events are also distributed via a weekly communication folder sent home with each student (KidsMail). Further, the school website is regularly updated to reflect school events. The calendars, website, and Parent Alerts are reinforced by individualized weekly telephone messages (utilizing the SchoolMessenger parent notification system). School Messenger allows WOLCS to inform parents of student daily attendance and upcoming school events. Beginning May 2010, all parents were provided access to our PowerSchool student information system to

monitor student attendance, grades, assignments, re-enrollment, and contact information.

During the 2011-2012 school year, school activities and events resulted in over 570 active participants in attendance. Events related to a variety of topics, including our monthly parent organization (Families Being Involved - FBI) meetings, sporting events, class trips, award ceremonies, special programs and assemblies. More specifically, we were excited to present sessions throughout the school year - Mondays through Saturdays, between the hours of 8:00 A.M. and 8:00 P.M. - related to literacy, math, attendance, behavior management and bullying, special education services, and adult computer and job readiness skills just to name a few. In addition, an impressive number of families joined us for our celebratory events such as our Spring Talent Show, Poetry Slam, "Fall" Into Reading Scarecrow Showcase, annual "Muffins with Mom" and "Donuts With Dad" respective Mothers' and Fathers' Day events, and a trip to New York City in recognition of our students' efforts in achieving Honor Roll and Perfect Attendance.

With the addition of a brand new Parent Resource Center, our families were afforded a home of their own, where literature and computer access were readily available. The Center also provided a base for volunteer efforts. We welcomed parents as trip chaperones, assistants in our Literacy Center, and support in classrooms.

To extend our reach beyond our school walls, faculty and students are afforded the opportunity to occasionally "dress down," for a canned donations or monetary donation. Among this year's beneficiaries were a local women's homeless shelter, and our own families displaced by fire and other crises.

For a second year, we have partnered with Catapult Learning in providing interactive, hands-on, child-focused learning sessions. We are pleased to maintain on-going relationships with PHILADELPHIA READS, which supports a volunteer corporate partnership between West Oak Lane CS's early readers and Prudential Financial Inc. corporate partners. Along with our younger students, Prudential links our Middle School students to long-term career panning through the LEarn.Do.Earn student achievement program. A new partnership with Albert Einstein Hospital has allowed WOLCS to reach out to families of identified students to support mental health connections within the community.

The attachment, Administrative Procedures for our Parent Involvement Policy, is shared with families via the West Oak Lane CS Parent and Student Handbook. Handbooks are reviewed during annual Back-to-School events. Specific sections are then discussed during quarterly report card conferences, where additional resources and strategies to support students academic and social progress at WOLCS is shared with parents and families.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

This 2011-2012 school year the staff, parents and students continued the traditional fundraising by selling pretzels, water ice and holiday gifts and raised over \$50,000. This big fundraising event was an incentive for all the students who had perfect attendance and who had made the honor roll during this school year. Because of their sincere efforts and commitments the students were rewarded by attending the Spiderman Show in New York City.

Fiscal Solvency Policies

Since 1998, the year the school opened, it has made an effort to maintain a fund balance. The fund balance was created to allow flexibility to deal with unforeseen expenses-e.g. to meet payrolls in case of a delay in the payment of local, state and federal funds. A cash reserve is carried throughout the year by paying ten month staff over twelve months from September to August.

Accounting System

As of February 1, 2009 The charter school adopted a new accounting system called " LIFE" (LarsonAllen Intacct Financial Environment) which is a web based accounting system. GAAP rules are followed.

Preliminary Statements of Revenues, Expenditures & Fund Balances

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

- Preliminary Statements of Revenues, Expenditures & Fund Balances

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

West Oak Lane engaged WithumSmith & Brown to complete the Financial Audit for the 2010-2011 school year. The final audit for year ended June 30, 2011 was issued December 19, 2011. The auditor's report will be attached to this file.

According to the auditor's opinion, the basic financial statement of West Oak Lane CS has been presented fairly, in all material respect, the financial position of the governmental activities and each major fund of the school as of June 30, 2011. Also, the respective changes in financial position for the year ended (June 30, 2011) is in conformity with accounting principles generally accepted in the United States of America.

However, the audit for 2011-2012 is expected to be completed by October 31, 2012.

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

- West Oak Lane Charter School 2010-2011 Audit

Citations and follow-up actions for any State Audit Report

The Bureau of Special Education completed its cyclical monitoring of the WOLCS special education program in December 2012. Based on the findings of the monitoring, WOLCS has enhanced its procedures for developing transition plans for students once they reach age of 14.

SECTION VII. FACILITY RESPONSIBILITIES

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

The school completed a renovation and construction of a new building in October 2011. The new building houses grades four through eight. Furniture was purchased based on replacement of broken items. There have not been additional fixtures to date and equipment has been purchased for educational use only.

Future Facility Plans and Other Capital Needs

This year, WOLCS' has made renovations and constructed a new building to enhance of WOLCS instructional program. Working with OARC from which it subleases space, WOLCS has accomplished it's plans for expanding the school's facilities. OARC has successfully negotiated terms for expansion with the owner of the site, plans have moved forward for design construction, revision of lease terms and acquisition of required furniture, fixtures and equipment. The renovations and construction was complete in fall of 2011.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

WOLCS complies with all health and safety requirements both state and local standards. Fire drills are held monthly and the local fire department observes at least one each year. A log of the fire drills is maintained in the main school office. Each school section is equipped with modern fire alarm systems which are checked annually by a private contractor. Each year a city representative does an inspection of the buildings. The school nurse checks immunization records and contacts the parents of students who have not provided the school with proof of immunization. Further more the nurse ensures that appropriate health screenings are conducted each year. These along with the information regarding immunizations, purchases related to health care equipment and salaries of personnel are recorded on the Report of Health Services that is completed via electronic submission.

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

- 2011-2012 SHARRS Report
- 2011-2012 Wellness Policy

Current School Insurance Coverage Policies and Programs

Workers Compensation - AmeriHealth Casualty Insurance Co. - 9/30/11-9/30/12

Commercial General Liability/Property Ins. - Phila. Ins. Co. 9/30/11-9/30/12

Commercial Umbrella Coverage - Phila. Ins. Co. 9/30/11-9/30/12

Directors and Officers Liability - Phila. Ins. Co. - 12/02/11-12/02/12

Student Accident Insurance - PK Financial Group,LLC. 9/30/11-9/30/12

Individual Health Ins. - Keystone and Independence blue Cross

Dental Ins. - United Concordia Companies

Life & Disability - Unum Life Insurance Co.

Current School Insurance Coverage Policies and Programs - Attachments

- ACCORD CERTIFICATE OF LIABILITY INSURANCE 2011-2012
- Accord 2010-2011 Certificate of Liability Insurance

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

2011-2012 Total Number of Professional Staff	48
Returning from Previous Year	44
Stayed with the School for entire School Year	45

Over 85% of our staff returned from the 2010-2011 academic school year. Our retention continues to trend upward as we continue to improve our hiring practices, as well as provide a deeper level of support for staff, coupled with enhanced professional development and training. We remain confident that our school culture and sense of community have also been major contributing factors to retention.

Quality of Teaching and Other Staff - Attachment

- 2011-2012 PDE 414

Student Enrollment

The WOLCS's admission policy covers enrollment, intent to re-enroll, new applications, and transfers. Due to the limited space each year, the school requires each student's family to complete an Intent to RE-enroll Form by the end of March for the next school year. This enables the school to determine the number of spaces available for the next school year. WOLCS holds a general lottery each year. WOLCS maintains a sibling preference policy to keep families together.

The lottery process is computerized. All information is entered into a data base once the parent completes the application. The completed applications are dated stamped and numbered for reference. The lottery is held annually at the April Board of Trustees meeting. The lottery process is projected on the screen for visibility. Attending parents can see that their child/children have been placed in the database. The computer then assigns a random number to each of the applications. Numbered applications are then sorted in ascending order. This completes the lottery for sibling and general applications. As spaces become available, parents are called in the order their child/children appear on the waiting list. If parents accept, the space is filled. If parents decline then the next name is contacted.

If Kindergarten or First Grade is offered, provide a description of the admission policy with age requirements.

Kindergarten applications are also included in the lottery process for both sibling and general applications. The state mandates that kindergarten student be five (5) years of age by September 1 of the school year they are applying for admission.

Student Enrollment - Attachment

- 2011-2012 Enrollment Procedures

Transportation

Transportation services are provided to students in grades 1-8 that live within 1 1/2 miles from the school. Transportation is provided by the School District of Philadelphia and sub contracted to Atlantic Express Bus Company.

Special Education students are provided transportation as dictated by the child's Individual Education Program (IEP). Cameras and recorders have been added to the buses per school request. There has been improvement in the communication between the school, drivers and company that provides the service. Improvement on the time buses arrival to the school is needed.

Food Service Program

West Oak Lane Charter School offers both breakfast and lunch prepared by our in-house catering company, Primo's Grille. The school participates in the National School Lunch Program, and has

created a lunch room environment that encourages healthy eating and follows the guidelines of the free and reduced lunch program.

Student Conduct

Maintaining a safe, orderly environment for our students is an important part of providing a quality education. An orderly school climate begins with a positive approach to student discipline, both at home and at school. In order to promote a positive school climate, WOLCS continues to stress the following **R.E.A.C.H.** values: **R=Respect, E=Enthusiasm, A=Achievement, C=Citizenship, and H=Hard Work.** These values are prominently displayed throughout the school and reinforced on a daily basis. At the end of each month one student from each class that displays all components of R.E.A.C.H. is recognized publicly and awarded a medal for all to see.

WOLCS Code of Student Conduct is disseminated annually as part of the Parent Student Handbook. Failure to adhere to policies and procedures listed in the Parent and Student Handbook result in disciplinary actions that may include suspension or expulsion. As a result there were 89 suspensions during the 2010-2011 school year .

WOLCS implements specific requirements and procedures for Special Education students and students determined to be handicapped pursuant to section 504 of the Rehabilitation Act of 1973 as required by federal and state law.

Student Conduct - Attachment

- 2011-2012 Discipline Policy

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2012

The West Oak Lane 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 West Oak Lane 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: Dr. Debbera-Peoples Lee **Title:** Chief Executive Officer
Phone: 215-927-7995 **Fax:** 215-927-7980
E-mail: dlee@wolcs.org

Signature of the Chief Executive Officer and Date

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

Name: Sharmain Matlock-Turner **Title:** President of the Board of Trustees
Phone: 215-927-7995 **Fax:** 215-927-7980
E-mail: sturner@uac.org

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name: Tiffany Thompson **Title:** Special Education Coordinator
Phone: 215-927-7995 **Fax:** 215-927-7995
E-mail: tthompson@wolcs.org

Signature of the Special Education Contact Person and Date

Signature Page - Attachments

- Assurance for Compliance with the Public Official and Employee Ethics Act
- Assurance for the Operation of Charter school Services and Programs