

West Oak Lane CS

Charter School Plan

07/01/2019 - 06/30/2022

Charter School Profile

Demographics

7115 Stenton Ave
Philadelphia, PA 19138
(215)927-7995

Federal Accountability Designation:	none
Schoolwide Status:	Yes
CEO:	Debbera Peoples-Lee
Date of Local Chartering School Board/PDE Approval:	9/3/2016
Length of Charter:	5 Years
Opening Date:	9/24/1998
Grade Level:	K-8
Hours of Operation:	7:45-3:45
Percentage of Certified Staff:	89.00 %
Total Instructional Staff:	52
Student/Teacher Ratio:	26:1
Student Waiting List:	300
Attendance Rate/Percentage:	95.00 %
Enrollment:	1060
Per Pupil Subsidy:	\$8,064.15
Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:	100.00 %
Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December:	122

Student Profile

Group	Student Count
American Indian/Alaskan Native	0.00
Asian/Pacific Islander	0.00
Black (Non-Hispanic)	1054.00
Hispanic	3.00
White (Non-Hispanic)	0.00
Multicultural	3.00

Instructional Days and Hours

Number Of	K (AM)	K (PM)	K (FT)	Elementary	Middle	Secondary
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Instructional Days	0.00	0.00	190.00	190.00	190.00	0.00
Instructional Hours	0.00	0.00	1225.00	1225.00	1225.00	0.00

Planning Process

WOLCS has a standing Academic Leadership Team (ALT) that meets weekly throughout the year to address tactical and strategic concerns related all facets of the school's operation that impact on academic performance of students. The ALT is composed of the instructional leaders (Principal, and Assistant Principal) as well as literacy and math specialists and coaches, the Director of Special Education as well as Deans.

At the end of each academic year, the ALT completes an overall review of the year just ended. At the end of the 2016-2017 year, particularly in light of the transition to CCSS and the record of student performance on the PSSA in the three most recent years, the ALT considered root causes for the school's declining performance and identified required focus areas. The ALT has also utilized the guiding questions of the off-line guidance document for the plan to refine the process.

Members of the faculty who have been selected as facilitators for their grade group, and teachers and staff who are also parents of students attending WOLCS provided input to prioritize the school's systemic challenges.

- External support from experienced consultant
- Organized effort that includes teachers, staff, community members
- Information used as basis for CP:
 - a. Academic Leadership Team – regular meetings
 - b. Senior Leadership
 - c. Charter renewal (2016-17)
 - d. Academic Improvement Plan

Mission Statement

West Oak Lane Charter School provides students with a student-centered, learning environment emphasizing literacy, math and the sciences as well as targeted intervention and enrichment programs so all graduates are prepared for and accepted to high performing high schools.

Vision Statement

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 beliefs 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.

REACH Values:

Five core values: Respect, Enthusiasm, Achievement, Citizenship, and Hard work – REACH – energize, motivate and empower staff concerning their roles as the adults responsible for growth and excellence at WOLCS every day, in every classroom. WOLCS staff use REACH as a message that encourages adults to unite and to act in support of creating an environment that supports

Educational Community

West Oak Lane Charter School (WOLCS) is a vibrant K-8 school located in the heart of Philadelphia's Northwest region. The population of students is more than 95% African American. Approximately **92%** of them are eligible for free or reduced price lunch.

- The quality of WOLCS's preparation of its students shows in the number of students earning admission into Philadelphia's most reputable high schools. Since 2009, more than 50% of our 8th Graders have been admitted to special admission and city-wide admission high schools after completing their elementary education at WOLCS.
- Enrollment has continued to grow, and this year **1060** students are enrolled in Kindergarten through 8th Grades. Most of the students attend from outside the immediate neighborhood. Only 30% of students are from the Germantown and West Oak Lane neighborhood. The remaining 70% hail from neighborhoods across the city of Philadelphia.
- We are proud that collectively we have over **20 years** of cumulative experience at WOLCS within the administrative and academic leadership teams
- 99% of WOLCS' **1,060** students are African American.
- Our class sizes are purposefully small, with a typical student-teacher ratio of 26:1.

2018 is a significant year in WOLCS' history. It marks the beginning of its 20th year of existence and the start of a multi-year campaign to raise funding to support its long-term needs. WOLCS was formed to respond to the education crisis in Philadelphia. In 1997, shortly after Pennsylvania's Charter School Law was enacted, the Ogontz Avenue Revitalization Corporation (OARC), filed an application to establish the West Oak Lane Charter School with a special focus on science and technology as part of a community-based revitalization strategy. Our first charter was granted in February of 1998, and in September 1998, we opened our doors with 548 students in grades K-4. The 5th grade was added in September 1999. Our charter was renewed in March 2002, and grades 6,7,and 8 were subsequently added in 2003, 2004, and 2005. In October 2011, WOLCS completed its \$16 million, 64,000 square foot expansion, which includes a gymnasium, computer lab,

WOLCS employs more than 90 full-time staff, and its teachers are represented by the Alliance of Charter School Employees, a local of the American Federation of Teachers of Pennsylvania.

We are forging stronger ties with higher education organizations to enhance our students' exposure to STEM fields and to possibilities for post-secondary experiences. WOLCS has established partnerships with Drexel university, Chestnut Hill College, Prudential and Foundations Inc..

Since its start, WOLCS has been successful in getting its charter renewed every 5 years. Charter renewal is the lifeblood of a charter school, and every 5 years, WOLCS must prove that its "house is

in order” academically, financially, and operationally. The most recent charter renewal was in 2016, which extends the charter until 2021.

Board of Trustees

Name	Office	Address	Phone	Email
David Bright	Treasurer	1668 Ritter Road, Centre Square, PA 19422	610-275-3246	davidrbright@me.com
Irv Brockington	Member	7637 Brookfield Road Cheltenham, PA 19012	267-626-2264	i.brockington@comcast.net
Uva Coles	Member	249 Potomac Road Wilmington, DE	215-687-2587	uccoles@pierce.edu
Linda Fleisher	Member	3535 Market Street Room 1177 Philadelphia, PA 19104	267-426-3191	fleisherl@email.chop.edu
Sharmain Matlock-Turner	President	1207 Chestnut Street, Philadelphia PA 19107	215-851-1701	smturner@uac.org
Nicole McLaurin	Secretary	Prudential Financial, 2101 Welsh Road Dresher, PA 19025	215-205-8456	nicolemclaurin@verizon.net
Weston Sommerville	Member	Philadelphia, PA 19118	215-527-1940	wms9@cornell.edu
Wendy Thomas	Member	6536 N. 17th Street Philadelphia, PA 19126	215-850-2668 (C)	wendy_thomas@vanguard.com
Julian Thompson	Member	7115 Stenton Avenue Philadelphia,	267-847-8735	Julian.Thompson@Phila.gov

		PA 19138		
Ava Willis-Barksdale	Vice President	2101 S College Ave Philadelphia, PA 19104	937-416-5593	awillis@girardcollege.edu

Board of Trustees Professional Development

Board orientation is provided for incoming trustees. The orientation presents the regulatory landscape for charter schools in Pennsylvania as well as information particular to WOLCS. Board members receive a binder with relevant documents including copies of Act 22, and related charter school regulations / basic education circulars, sunshine law, and ethics act. In addition the trustees receive copies of the school's by-laws, a directory of trustees, the school calendar, copies of the most recent annual report and audit opinions, 990 forms as well as minutes from the prior school year, and copies of the current school budget.

An annual board retreat is included as a regular part of the board meeting schedule. In recent years, topics for consideration at the retreat have included review of publicly reported cases involving mismanagement of charter schools, approaches to development and fundraising; space and budget planning, and review of discipline data -- particularly related to the performance of boys enrolled at WOLCS.

Presentations have been organized and presented by members of the schools administrative team and also by board consultant Barra Associates, LLC .

Governance and Management

The board of trustees meets at least bi-monthly each year. Committees of the board meet separately according to schedules determined by the committee chair. The finance committee meets monthly.

There are two other standing committees -- governance as well as compensation and personnel -- and these meet as needed to handle committee business.

The governance committee is primarily responsible for the nomination of trustees for the consideration of the entire board and assuring that the board conducts its business according to high standards. This committee helps the board to review and evaluate its own performance. The compensation and personnel committee is responsible for review of performance goals and incentives for members of the school staff particularly the senior administrators.

At each board meeting, the CEO and Chief of Staff report on matters within their domains of responsibility. Other school administrators including the Principal and Assistant Principal, as well as the Director of IT periodically report on programming at WOLCS. Reports of the Principal and other administrators have included discussions of student enrollment, academic performance, and the high school application and selection process.

The Board's efforts to maintain a working relationship with the Philadelphia School District and the Philadelphia School Reform Commission, the charter authorizers for WOLCS, are managed indirectly through the CEO. The CEO reports to the Board on compliance requirements of the authorizer and the school's efforts to meet those requirements.

- Retreats - annually
 - Strategic planning
 - Fund-raising and communications
 - Updates on charter school climate
- Committee structure

Student Enrollment

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 public lottery is held at the school in March or April of each year (the exact date is posted at the top of the page under “important dates” once the date is determined). Parents and guardians are encouraged to attend the lottery event. However, it is not mandatory. The names of all applicants are placed in an electronic lottery administered by [InfoSnap](#), an independent third party contractor. Through the lottery process, applicant names are randomly selected based on the number of available Kindergarten seats. All students are assigned a lottery number when the lottery is conducted. Students whose numbers do not fall within the range of available seats are placed on a waiting list and will be contacted if seats become available before the school year starts.

West Oak Lane Charter School generally accepts new student applications ONLY for Kindergarten admission. All Kindergarten applicants MUST be 5 years old by September 1st of the year they would start school at WOLCS. Applications for admissions of new students in 1st through 4th grades are accepted during the same time period. However, parents/guardians will ONLY be contacted if space becomes available in those grades.

Applications can only be entered into our online application form during our three-month Open Enrollment Period each year (dates are posted at the top of this page once they are determined). During the enrollment period, access to the application will be available on the WOLCS website from links which will be posted above.

If the number of applicants exceeds the number of available seats, students are selected through a lottery process. WOLCS complies with all State and Federal laws that govern admission policies and

procedures. WOLCS values diversity and does not discriminate against any student on the basis of race, ethnicity, national origin, gender, sexual orientation, disability status, athletic ability, measures of aptitude or achievement, or English proficiency in its admissions process. Applicants who are siblings (meaning they are brother or sister, by blood, marriage or adoption, and ALL living in the same household) of currently enrolled WOLCS students will automatically be given a seat in the Kindergarten class. Appropriate documentation of sibling status will be required.

All applications must be completed in full, signed and dated. A child may be enrolled by a parent, foster parent, caseworker, caregiver with whom the child resides, or any other person with “charge or control” of the child. WOLCS will send an enrollment packet in April to the first 25 Kindergarten applicants on the waiting list. You will be asked to complete the enrollment process within the same time period as those selected in the lottery process so that you are prepared to accept a seat for your child should one become vacant. The school will not be responsible for any contact information that changed and was not communicated in writing to the school.

If you are not the parent identified on the child’s birth certificate, proof of legal guardianship or parental authority will be required. (e.g. original custody order or delegation of parental authority executed by the child’s parent or legal guardian using a WOLCS form or one that is substantially similar).

The following ORIGINAL documentation is required as part of the application process:

- Proof of the child's age (e.g. original birth certificate, passport, or baptismal certificate)
- Proof of residency (e.g. two utility bills or a PA driver’s license or state issued photo ID)
- Proof of Immunizations (e.g. an immunization record, a written statement from the former school district or from a medical office that the required immunizations have been administered, or that a required series is in progress)

Parent Communication: Communications to parents regarding procedures, dates, and when applicable, a description of the lottery process.

Registration Policy: *Attach policy*

Intent to Enroll Form: *Attach form*

Parent Communication

Communications to parents regarding registration procedures, dates, and when applicable, a description of the lottery process.

Files uploaded:

- WOLCS Enrollment FAQ's.pdf

Registration Policy

Registration Policy

*PDF file uploaded.***Intent to Enroll Form**

Intent to Enroll Form (English and all other languages)

*PDF file uploaded.***Student Enrollment History****Enrollment History—Part I**

School Year	Number of Students at the Beginning of the School Year	Number of Students at the End of the School Year	Number of Students Expelled	Reasons Students Withdrew During the Year	Number of Students Retained
2014	964	950	0	Moved out of Philadelphia or transferred out of district	26
2013	915	888	3	Moved out of Philadelphia or transferred out of district	18
2012	841	808	0	Moved out of Philadelphia or transferred out of district	28
2011	769	738	0	Moved out of Philadelphia or transferred out of district	20
2010	779	727	2	Moved out of Philadelphia or transferred out of district	51
2015	1042	1027	0	Moved out of Philadelphia	23

				or transferred out of district	
2016	1071	1054	2	Moved out of Philadelphia or transferred out of district	36
2017	1076	1059	0	Moved out of Philadelphia or transferred out of district	18

Enrollment History—Part 2—Enrollment by Grade by School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12
2014	134	130	132	131	130	103	81	58	52	0	0	0	0
2013	130	131	126	127	104	96	63	56	55	0	0	0	0
2012	128	117	115	105	104	72	60	58	47	0	0	0	0
2011	121	111	99	98	82	66	63	48	49	0	0	0	0
2010	113	115	102	84	81	70	55	50	56	0	0	0	0
2009	126	126	96	85	78	64	59	56	33	0	0	0	0
2015	128	129	132	122	135	122	108	80	71	0	0	0	0
2016	135	127	132	133	129	122	107	102	70	0	0	0	0
2017	134	130	129	130	132	117	113	89	88	0	0	0	0

Stakeholder Involvement

Name	Role
Alexis Albert	Elementary School Teacher - Regular Education
Not Applicable	High School Teacher - Regular Education
Not Applicable	High School Teacher - Regular Education
Danielle Battle	Business Representative
Keya Blackburn	Parent
Kiera Burgess	Elementary School Teacher - Regular Education
Gregory Davis	Community Representative
Jean Evans	Student Services Director/Specialist
Michele Fean	Elementary School Teacher - Regular Education
Michele Jones	Administrator
Michael Jones	Community Representative
Jane Lewis	Ed Specialist - Other

Marie Montgomery	Parent
Moria O'Hara Rambo	Middle School Teacher - Special Education
Alexandros Pappas	Middle School Teacher - Regular Education
Jacqueline Robinson	Business Representative
Sheila Royal Moses	Administrator
Joshua Thompson	Elementary School Teacher - Regular Education
Sam Tigah	Instructional Technology Director/Specialist
Sharlene Waller	Business Representative
Charletta Zeigler	Building Principal

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

Standards	Mapping	Alignment
Arts and Humanities	Non Existent	Non Existent
Career Education and Work	Non Existent	Non Existent
Civics and Government	Non Existent	Non Existent
PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Non Existent	Non Existent
Environment and Ecology	Non Existent	Non Existent
Family and Consumer Sciences	Non Existent	Non Existent
Geography	Non Existent	Non Existent
Health, Safety and Physical Education	Developing	Developing
History	Needs Improvement	Needs Improvement
Science and Technology and Engineering Education	Needs Improvement	Needs Improvement
Alternate Academic Content Standards for Math	Non Existent	Non Existent
Alternate Academic Content Standards for Reading	Non Existent	Non Existent
American School Counselor Association for Students	Non Existent	Non Existent
Early Childhood Education: Infant-Toddler→Second Grade	Non Existent	Non Existent
English Language Proficiency	Non Existent	Non Existent
Interpersonal Skills	Accomplished	Accomplished
School Climate	Developing	Developing

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

The following categories are classified as "Non Existent" because they are not offered as a part of the educational program at West Oak Lane Charter School

- Arts and Humanities
- Career Education and Work
- Civics and Government

- Economics and Ecology
- Family and Consumer Sciences
- Geography
- Alternate Academic Content Standards for Math
- Alternate Academic Content Standards for Reading
- American School Counselor Association for Students

English Language Proficiency is classified as "Non Existent" because there are no ELL students currently enrolled at WOLCS.

The following categories are classified as "Non-Existent" because they are not offered at the Elementary Education Primary Level: Career Education and Work.

The following categories are classified as "Needs Improvement" because the priority level needs to be raised for the other content areas: History, Science/Technology/Engineering Education

The following category is classified as "Needs Improvement" because strategies are not connected across grade levels: Interpersonal Skills.

Elementary Education-Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Non Existent	Non Existent
Career Education and Work	Non Existent	Non Existent
Civics and Government	Non Existent	Non Existent
PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Non Existent	Non Existent
Environment and Ecology	Non Existent	Non Existent
Family and Consumer Sciences	Non Existent	Non Existent
Geography	Non Existent	Non Existent
Health, Safety and Physical Education	Developing	Developing
History	Needs Improvement	Needs Improvement
Science and Technology and Engineering Education	Needs Improvement	Needs Improvement
Alternate Academic Content Standards for Math	Non Existent	Non Existent
Alternate Academic Content Standards for Reading	Non Existent	Non Existent
American School Counselor Association for Students	Non Existent	Non Existent
English Language Proficiency	Non Existent	Non Existent
Interpersonal Skills	Accomplished	Accomplished

School Climate	Developing	Developing
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Explanation for standard areas checked "Needs Improvement" or "Non Existent":

The following categories are classified as "Non Existent" because they are not offered as a part of the educational program at West Oak Lane Charter School

- Arts and Humanities
- Career Education and Work
- Civics and Government
- Economics and Ecology
- Family and Consumer Sciences
- Geography
- Alternate Academic Content Standards for Math
- Alternate Academic Content Standards for Reading
- American School Counselor Association for Students

English Language Proficiency is classified as "Non Existent" because there are no ELL students currently enrolled at WOLCS.

The following categories are classified as "Non-Existent" because they are not offered at the Elementary Education Primary Level: Career Education and Work.

The following categories are classified as "Needs Improvement" because the priority level needs to be raised for the other content areas: History, Science/Technology/Engineering Education

The following category is classified as "Needs Improvement" because strategies are not connected across grade levels: Interpersonal Skills.

Middle Level

Standards	Mapping	Alignment
Arts and Humanities	Non Existent	Non Existent
Career Education and Work	Non Existent	Non Existent
Civics and Government	Non Existent	Non Existent
PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Accomplished	Accomplished
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Non Existent	Non Existent
Environment and Ecology	Non Existent	Non Existent
Family and Consumer Sciences	Non Existent	Non Existent

Geography	Non Existent	Non Existent
Health, Safety and Physical Education	Developing	Developing
History	Needs Improvement	Needs Improvement
Science and Technology and Engineering Education	Needs Improvement	Needs Improvement
Alternate Academic Content Standards for Math	Non Existent	Non Existent
Alternate Academic Content Standards for Reading	Non Existent	Non Existent
American School Counselor Association for Students	Non Existent	Non Existent
English Language Proficiency	Non Existent	Non Existent
Interpersonal Skills	Accomplished	Accomplished
School Climate	Developing	Developing
World Language	Developing	Developing

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

The following categories are classified as "Non Existent" because they are not offered as a part of the educational program at West Oak Lane Charter School

- Arts and Humanities
- Career Education and Work
- Civics and Government
- Economics and Ecology
- Family and Consumer Sciences
- Geography
- Alternate Academic Content Standards for Math
- Alternate Academic Content Standards for Reading
- American School Counselor Association for Students

English Language Proficiency is classified as "Non Existent" because there are no ELL students currently enrolled at WOLCS.

The following categories are classified as "Non-Existent" because they are not offered at the Elementary Education Primary Level: Career Education and Work.

The following categories are classified as "Needs Improvement" because the priority level needs to be raised for the other content areas: History, Science/Technology/Engineering Education

The following category is classified as "Needs Improvement" because strategies are not connected across grade levels: Interpersonal Skills.

High School Level

Standards	Mapping	Alignment
Arts and Humanities	Non Existent	Non Existent
Career Education and Work	Non Existent	Non Existent
Civics and Government	Non Existent	Non Existent
PA Core Standards: English Language Arts	Non Existent	Non Existent
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Non Existent	Non Existent
PA Core Standards: Mathematics	Non Existent	Non Existent
Economics	Non Existent	Non Existent
Environment and Ecology	Non Existent	Non Existent
Family and Consumer Sciences	Non Existent	Non Existent
Geography	Non Existent	Non Existent
Health, Safety and Physical Education	Non Existent	Non Existent
History	Non Existent	Non Existent
Science and Technology and Engineering Education	Non Existent	Non Existent
Alternate Academic Content Standards for Math	Non Existent	Non Existent
Alternate Academic Content Standards for Reading	Non Existent	Non Existent
American School Counselor Association for Students	Non Existent	Non Existent
English Language Proficiency	Non Existent	Non Existent
Interpersonal Skills	Non Existent	Non Existent
School Climate	Non Existent	Non Existent
World Language	Non Existent	Non Existent

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

The school's grade configuration is K-8 and does not include high school students.

Adaptations

Elementary Education-Primary Level

Checked answers

None.

Unchecked answers

None.

Elementary Education-Intermediate Level

Checked answers

None.

Unchecked answers

None.

Middle Level

Checked answers

None.

Unchecked answers

None.

High School Level

Checked answers

None.

Unchecked answers

None.

Explanation for any standards checked:

No adaptations have been created or developed.

Curriculum

Planned Instruction

Elementary Education-Primary Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Developing
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Accomplished
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

For each planned course, in core academic content, WOLCS has provided guidelines for the teachers as to the number and frequency of assessments as well as the weight to be assigned to each. The scope and sequence derived from curricular materials guides the pacing of instructional delivery. Benchmark assessments, in addition to classroom based assessments, measure the extent to which students achieve mastery of instructional objectives.

We are still working on correlating our benchmarks with Power Standards in Science, and Social Studies.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

Elementary Education-Intermediate Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Developing
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Accomplished
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

For each planned course, in core academic content, WOLCS has provided guidelines for the teachers as to the number and frequency of assessments as well as the weight to be assigned to each. The scope and sequence derived from curricular materials guides the pacing of instructional delivery. Benchmark assessments, in addition to classroom based assessments, measure the extent to which students achieve mastery of instructional objectives.

We are still working on correlating our benchmarks with Power Standards in Science, and Social Studies.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

Middle Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Developing
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Accomplished
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

For each planned course, in core academic content, WOLCS has provided guidelines for the teachers as to the number and frequency of assessments as well as the weight to be assigned to each. The scope and sequence derived from curricular materials guides the pacing of instructional delivery. Benchmark assessments, in addition to classroom based assessments, measure the extent to which students achieve mastery of instructional objectives.

We are still working on correlating our benchmarks with Power Standards in Science, and Social Studies.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

High School Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Non Existent
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Non Existent
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Non Existent
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Non Existent

Processes used to ensure Accomplishment:

Not Applicable.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

The school's K-8 grade configuration does not serve high school students.

Modification and Accommodations

Explain how planned instruction contains modifications and accommodations that allow all students at all mental and physical ability levels to access and master a rigorous standards aligned curriculum.

WOLCS has pursued a strategy of inclusion for its special needs students using different methods, ranging from Least Restrictive Environments to self-contained classrooms. Identified students receive, to the greatest extent possible, instruction according to the regular instructional program with push-in and pull out supports from special education

teachers. Based on the IEP's of students, the Special Education teachers identify accommodations to be implemented by the regular education teachers. Special Education teachers are assigned to specific grade level case loads to ensure a better ratio of support. The Special Education Department has also established a Homework Club for special needs students to receive assistance after school.

Instruction

Instructional Strategies

Checked Answers

- Formal classroom observations focused on instruction
- Walkthroughs targeted on instruction
- Annual Instructional evaluations
- Peer evaluation/coaching
- Instructional Coaching

Regular Lesson Plan Review

Checked Answers

- Administrators
- Building Supervisors
- Department Supervisors
- Instructional Coaches

Unchecked Answers

- Not Reviewed

Provide brief explanation of LEA's process for incorporating selected strategies.

The principal and assistant principals

complete formal classroom observations as well as informal classroom walkthroughs to assess the quality of instruction: classroom management, pacing, use of cooperative learning strategies and formative assessments to check for understanding. Both the observations and walkthroughs inform the annual instructional evaluations that are completed for teachers. Teachers may be observed several times during each semester. Teachers holding an Instructional I and II certificate are formally evaluated twice each school year. Although WOLCS has not adopted peer evaluation and coaching in a formal sense, the school has instituted grade groups with common planning time. The Facilitator for each grade group is appointed with input from the teachers within each grade group to guide the process of planning and review of student work at the grade level and to provide informal peer coaching.

WOLCS has created a lesson plan template for use by all teachers. The template requires the incorporation of specific instructional strategies that have been part of the professional growth opportunities and development provided to teachers. The principal and assistant principals review teacher lesson plans regularly. Instructional coaches for both literacy and

math, and the Special Education Director also review lesson plans. The lesson plan reviews help to focus the observations completed by the principal and assistant principal. They also inform the approaches of the instructional coaches.

Provide brief explanation for strategies not selected and how the LEA plans to address their incorporation.

As a Charter School, functioning as an LEA/District our principal and assistant principals serve as building supervisors.

Responsiveness to Student Needs

Elementary Education-Primary Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Differentiated instruction is used to meet student needs.	Implemented in 50% or more of district classrooms
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Not Applicable

If necessary, provide further explanation. (Required explanation if column selected was

Charter schools are not required to provide gifted services to identified students under Chapter 16 regulations.

Elementary Education-Intermediate Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Differentiated instruction is used to meet student needs.	Implemented in 50% or more of district classrooms
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Not Applicable

If necessary, provide further explanation. (Required explanation if column selected was

Charter schools are not required to provide gifted services to identified students under Chapter 16 regulations.

Middle Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Differentiated instruction is used to meet student needs.	Implemented in 50% or more of district classrooms
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Not Applicable

If necessary, provide further explanation. (Required explanation if column selected was

Charter schools are not required to provide gifted services to identified students under Chapter 16 regulations.

High School Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Not Applicable
Flexible instructional time or other schedule-related practices are used to meet student needs.	Not Applicable
Differentiated instruction is used to meet student needs.	Not Applicable
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Not Applicable

If necessary, provide further explanation. (Required explanation if column selected was

The school's K-8 grade configuration does not serve students at the high school level.

Recruitment

Describe the process you implement to recruit and assign the most effective and highly qualified teachers in order to meet the learning needs of students who are below proficiency or are at risk of not graduating.

WOLCS is committed to assure that all students, including struggling students, are served by highly qualified teachers. Every effort is made to assign the strongest, most experienced teachers to the students who are experiencing the greatest challenges. Because the school serves a population that is almost entirely minority and predominantly low SES the school's efforts to recruit HQT and to retain teachers who meet the HQT requirements assure that its poor and minority students are taught by highly qualified, experienced teachers.

WOLCS's efforts to assure that its predominantly poor and minority students are taught by experienced teachers coincide with those designed to assure that all students are taught by highly qualified teachers. Similarly, efforts to retain highly qualified teachers help to assure that the school is staffed with experienced teachers.

Efforts to recruit and retain teachers include:

1. Implementation of the WOLCS Excellence in Education Program which provides performance bonuses to teachers who achieve high levels of student achievement including group-based awards for attaining school-wide progress and individual rewards for preparing 80% of students on roll to meet established performance targets;
2. Recognition awards and certificates for teachers who have exemplary attendance;
3. Salary differential for hard to staff positions (e.g. Special Education);
4. High quality induction experiences for teachers new to the school;
5. Professional development, including close supervision and application of evaluation and rating standards, to ensure that teachers grow in their professional competence not just the length of their tenure;
6. Recognition programs such as Teacher of the Month; and,
7. Ongoing mentoring and coaching.

Assessments

Local Graduation Requirements

Course Completion	SY 19/20	SY 20/21	SY 21/22
Total Courses	36.00	36.00	36.00
English	9.00	9.00	9.00
Mathematics	9.00	9.00	9.00
Social Studies	9.00	9.00	9.00
Science	9.00	9.00	9.00
Physical Education	0.00	0.00	0.00

Health	0.00	0.00	0.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	0.00	0.00	0.00
Electives	0.00	0.00	0.00
Minimum % Grade Required for Credit (Numerical Answer)	74.00	74.00	74.00

Local Assessments

Standards	WA	TD	NAT	DA	PSW	Other
Arts and Humanities						
Career Education and Work						
Civics and Government						
PA Core Standards: English Language Arts		X		X		X
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects		X		X		X
PA Core Standards: Mathematics		X		X		X
Economics						
Environment and Ecology						
Family and Consumer Sciences						
Geography						
Health, Safety and Physical Education		X				
History						
Science and Technology and Engineering Education		X				X
Alternate Academic Content Standards for Math						
Alternate Academic Content Standards for Reading						
World Language		X				

Graduation Requirement Specifics

We affirm that our entity requires demonstration of proficiency or above in each of the following State academic standards: English Language Arts and Mathematics, Science and Technology and Environment and Ecology, as determined through any one or a combination of the following: *Checked answers*

- Completion of secondary level coursework in English Language Arts (Literature), Algebra I and Biology in which a student demonstrates proficiency on the associated Keystone Exam or related project-based assessment if § 4.4(d)(4) (relating to general policies) applies.
- Not Applicable. Our LEA does not offer High School courses.

Unchecked answers

- Locally approved and administered assessments, which shall be independently and objectively validated once every 6 years. Local assessments may be designed to include a variety of assessment strategies listed in ? 4.52(c) and may include the use of one or more Keystone Exams. Except for replacement of individual test items that have a similar level of difficulty, a new validation is required for any material changes to the assessment. Validated local assessments must meet the following standards:
 - I. Alignment with the following State academic standards: English Language Arts (Literature and Composition); Mathematics (Algebra I) and Environment and Ecology (Biology).
 - II. Performance level expectations and descriptors that describe the level of performance required to achieve proficiency comparable to that used for the Keystone Exams.
 - III. Administration of the local assessment to all students, as a requirement for graduation, except for those exempted by their individualized education program under subsection (g), regarding special education students, or gifted individualized education plan as provided in ? 16.32 (relating to GIEP).
 - IV. Subject to appropriations provided by law, the cost to validate local assessments shall be evenly divided between the school district, AVTS or charter school, including a cyber-charter school, and the Department. If the Department does not provide sufficient funding to meet its share, local assessments submitted for validation shall be deemed valid until a new validation is due to the Department.
 - V. The Department will establish a list of entities approved to perform independent validations of local assessments in consultation with the Local Assessment Validation Advisory Committee as provided in ? 4.52(f).
 - VI. School boards shall only approve assessments that have been determined to meet the requirements of this subsection by an approved entity performing the independent validation. If a school district, AVTS or charter school, including a cyber-charter school, uses a local assessment that has not been

independently validated, the Secretary will direct the school entity to discontinue its use until the local assessment is approved through independent validation by an approved entity.

- Completion of an Advanced Placement exam or International Baccalaureate exam that includes academic content comparable to the appropriate Keystone Exam at a score established by the Secretary to be comparable to the proficient level on the appropriate Keystone Exam.

Methods and Measures

Summative Assessments

Summative Assessments	EEP	E EI	ML	HS
Curriculum Based Assessments	X	X	X	
IRLA	X	X	X	

Benchmark Assessments

Benchmark Assessments	EEP	E EI	ML	HS
4Sight		X	X	

Formative Assessments

Formative Assessments	EEP	E EI	ML	HS
Journey's	X	X	X	
IRLA	X	X	X	
Go Math	X	X	X	
Collections			X	

Diagnostic Assessments

Diagnostic Assessments	EEP	E EI	ML	HS
DTKR (Developmental Tasks for Kindergarten Readiness)	X			
IRLA	X	X	X	

Validation of Implemented Assessments

Validation Methods	EEP	E EI	ML	HS
External Review				
Intermediate Unit Review				
LEA Administration Review	X	X	X	

Building Supervisor Review	X	X	X	
Department Supervisor Review	X	X	X	
Professional Learning Community Review				
Instructional Coach Review	X	X	X	
Teacher Peer Review				

Provide brief explanation of your process for reviewing assessments.

At each grade level, teachers have common planning time. They are encouraged to identify unit assessments for the grade. In addition, teachers' utilize assessments, identify assessments and align their lessons to standards as part of WOLCS lesson planning template. The school's principal and assistant principals review teacher lesson plans ensuring that assessments are appropriate. There are periodic (monthly or quarterly) reviews of assessments, and grade group meetings that focus on aligning the school's curriculum.

Development and Validation of Local Assessments

If applicable, explain your procedures for developing locally administered assessments and how they are independently and objectively validated every six years.

As part of WOLCS' most recent charter renewal process, a Comprehensive Academic Improvement Plan was written to structure specific strategies for improving student academic progress. Integral to the CAIP was the acquisition of new materials and resources for Math and ELA that are aligned with PA State Standards: IRLA, Journey's, Collections and 4Sight, etc.

Collection and Dissemination

Describe your system to collect, analyze and disseminate assessment data efficiently and effectively for use by LEA leaders and instructional teams.

Benchmark assessments are administered every 6-9 weeks for Reading/ELA and Math. The assessment results are shared with teachers in grade level groups during professional development Wednesdays, when students are dismissed early in order to permit teachers to participate in these professional growth activities.

Data Informed Instruction

Describe how information from the assessments is used to assist students who have not demonstrated achievement of the academic standards at a proficient level or higher.

Members of the Academic Leadership Team analyze assessment data in order to identify those students who are in need of intensive interventions. Our literacy and math coaches assist teachers in improving and focusing instruction, and our Assistant Principals provide

ongoing supervisory support. In addition, students who need intensive intervention may be pulled out during certain periods for computer assisted instruction, small group which helps to target their areas of weakness.

Assessment Data Uses

Assessment Data Uses	EEP	E EI	ML	HS
Assessment results are reported out by PA assessment anchor or standards-aligned learning objective.	X	X	X	
Instructional practices are identified that are linked to student success in mastering specific PA assessment anchors, eligible content or standards-aligned learning objectives.	X	X	X	
Specific PA assessment anchors, eligible content or standards-aligned learning objectives are identified for those students who did not demonstrate sufficient mastery so that teachers can collaboratively create and/or identify instructional strategies likely to increase mastery.	X	X	X	
Instructional practices modified or adapted to increase student mastery.	X	X	X	

Provide brief explanation of the process for incorporating selected strategies.

Assessment data are used to identify students' areas of weakness in reading and math. Assessments drill down to the level of eligible content. These data as well as data from the PSSA's for the prior school year are shared with teachers. As part of their lesson plans, teachers must incorporate certain instructional strategies as specified on the WOLCS lesson planning template.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

With the implementation of Pennsylvania Core standards, e.g. through the installation of programs such as IRLA and 4Sight, the WOLCS Academic Leadership Teams has identified instructional practices that reinforce the instructional shifts in reading and math. With the on-going implementation of the PA core standards, WOLCS will continue to reinforce instructional best practices and will work towards achieving greater alignment between specific learning objectives of the standards and instructional practices.

Distribution of Summative Assessment Results

Distribution Methods	EEP	E EI	ML	HS
Course Planning Guides				
Directing Public to the PDE & other Test-related Websites				
Individual Meetings	X	X	X	

Letters to Parents/Guardians	X	X	X	
Local Media Reports				
Website				
Meetings with Community, Families and School Board	X	X	X	
Mass Phone Calls/Emails/Letters				
Newsletters				
Press Releases				
School Calendar				
Student Handbook				

Provide brief explanation of the process for incorporating selected strategies.

We have found the most effective methods for informing our community about formative and summative assessments is direct distribution of materials to parents and guardians at meetings and conferences. Other methods have not consistently worked to advise parents and guardians on student progress. We tend to have very high turnouts (>80%) participation through the direct distribution method.

Provide brief explanation for strategies not selected and how the LEA plans to address their incorporation.

As explained above, since some of our parents/guardians do not have regular access to the Internet, the most effective way to inform them is by meetings, conferences, and letters that are mailed to their homes.

Safe and Supportive Schools

Programs, Strategies and Actions

Programs, Strategies and Actions	EEP	E EI	ML	HS
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement	X	X	X	
School-wide Positive Behavioral Programs	X	X	X	
Conflict Resolution or Dispute Management	X	X	X	
Peer Helper Programs			X	
Safety and Violence Prevention Curricula	X	X	X	
Student Codes of Conduct	X	X	X	
Comprehensive School Safety and Violence Prevention Plans	X	X	X	
Purchase of Security-related Technology	X	X	X	
Student, Staff and Visitor Identification Systems	X	X	X	
Placement of School Resource Officers				
Student Assistance Program Teams and Training				
Counseling Services Available for all Students	X	X	X	
Internet Web-based System for the Management of	X	X	X	

Student Discipline				
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Explanation of strategies not selected and how the LEA plans to address their incorporation:

WOLCS employs security personnel but has not employed school resource officers. The school has not experienced pervasive conduct that would warrant the presence of armed law enforcement personnel. In the rare instance of an Act 26 violation (typically involving cutting instruments), the school has called on city police officers. Counseling services are made available to students through referrals to outside agencies, and on site.

WOLCS has also maintained a SAP-trained team in past school years, and as part of thie Comprehensive Plan, we will begin training a team of people for SAP techniques. This anticipated action will be incorporated in the Action Steps. Additionally, WOLCS Deans work with teachers and other administrators to implement a family support process that evaluates students deemed to be at risk as a result of academic failure, poor attendance, grief or loss.

WOLCS has a robust portfolio of after school programs that contribute to the school's learning environment. The clubs include:

- Scholars' Club*
- Science, Technology, Engineering, and Math (STEM) Club
- Homework Help Club
- Robotics Club
- Modern Girls Club
- Chess Club
- Reading Olympics
- Art Club

The WOLCS Scholars' Club is a prestigious program that offers enhanced academic and social opportunities for our most talented 4th – 8th grade students. Scholars' Club is selective, based on a student's achievements on the PSSA Reading and Math assessments, outstanding academic record, good citizenship and behavior, and a passion for learning as witnessed by teachers.

Developmental Services

Developmental Services	EEP	E EI	ML	HS
Academic Counseling	X	X	X	
Attendance Monitoring	X	X	X	
Behavior Management Programs	X	X	X	
Bullying Prevention	X	X	X	
Career Awareness	X	X	X	

Career Development/Planning				
Coaching/Mentoring				
Compliance with Health Requirements -i.e., Immunization	X	X	X	
Emergency and Disaster Preparedness	X	X	X	
Guidance Curriculum				
Health and Wellness Curriculum				
Health Screenings	X	X	X	
Individual Student Planning	X	X	X	
Nutrition	X	X	X	
Orientation/Transition	X	X	X	
RTII/MTSS	X	X	X	
Wellness/Health Appraisal	X	X	X	

Explanation of developmental services:

While not fully integrated, for several years WOLCS has hosted a career day for intermediate grade levels and is has plans to expand this opportunity into all levels of the educational program. Coaching and mentoring is currently offered to students who are determined to be at risk as a result of academic failure,behavioral concerns, poor attendance, grief or loss. WOLCS currently presents wellness assemblies, provides healthy snacks, and health education and is working to align these initiatives with the common core standards.

Diagnostic, Intervention and Referral Services

Diagnostic, Intervention and Referral Services	EEP	EEI	ML	HS
Accommodations and Modifications	X	X	X	
Administration of Medication	X	X	X	
Assessment of Academic Skills/Aptitude for Learning	X	X	X	
Assessment/Progress Monitoring	X	X	X	
Casework				
Crisis Response/Management/Intervention	X	X	X	
Individual Counseling	X	X	X	
Intervention for Actual or Potential Health Problems	X	X	X	
Placement into Appropriate Programs	X	X	X	
Small Group Counseling-Coping with life situations	X	X	X	
Small Group Counseling-Educational planning				
Small Group Counseling-Personal and Social Development	X	X	X	
Special Education Evaluation	X	X	X	
Student Assistance Program				

Explanation of diagnostic, intervention and referral services:

Counseling services are made available to students through referrals to outside agencies, and are provided on site. As noted earlier, WOLCS has previously maintained a SAP-trained team in past school years, and will restart the training of an SAP team. WOLCS Deans work with teachers and other administrators to implement a family support process that evaluates students deemed to be at risk as a result of academic failure, poor attendance, grief or loss.

Consultation and Coordination Services

Consultation and Coordination Services	EEP	EEI	ML	HS
Alternative Education				
Case and Care Management				
Community Liaison				
Community Services Coordination (Internal or External)				
Coordinate Plans				
Coordination with Families (Learning or Behavioral)	X	X	X	
Home/Family Communication	X	X	X	
Managing Chronic Health Problems	X	X	X	
Managing IEP and 504 Plans	X	X	X	
Referral to Community Agencies	X	X	X	
Staff Development	X	X	X	
Strengthening Relationships Between School Personnel, Parents and Communities	X	X	X	
System Support				
Truancy Coordination	X	X	X	

Explanation of consultation and coordination services:

This narrative is empty.

Communication of Educational Opportunities

Communication of Educational Opportunities	EEP	EEI	ML	HS
Course Planning Guides				
Directing Public to the PDE & Test-related Websites	X	X	X	
Individual Meetings	X	X	X	
Letters to Parents/Guardians	X	X	X	
Local Media Reports				
Website	X	X	X	
Meetings with Community, Families and Board of Directors	X	X	X	
Mass Phone Calls/Emails/Letters	X	X	X	
Newsletters				
Press Releases				
School Calendar	X	X	X	

Student Handbook	X	X	X	
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Communication of Student Health Needs

Communication of Student Health Needs	EEP	EEl	ML	HS
Individual Meetings	X	X	X	
Individual Screening Results	X	X	X	
Letters to Parents/Guardians	X	X	X	
Website	X	X	X	
Meetings with Community, Families and Board of Directors	X	X	X	
Newsletters				
School Calendar				
Student Handbook	X	X	X	

Health and Safety

Health and Safety	Answer
Are all students required to be fully immunized in accordance with the requirements of the Commonwealth of Pennsylvania and the requirements of local jurisdictions in order to be admitted to the Charter School?	Yes
Is a certified school nurse on the Charter School staff?	Yes
Are physical health records and dental records kept according to requirements of the State of Pennsylvania?	Yes
Does the Charter School comply with all regulations concerning the dispensation of medicines?	Yes
May Charter School students possess any prescription or non-prescription medication?	Yes
Are students/parents required to turn over all prescription and non-prescription medication to a Charter School nurse with descriptions regarding dissemination provided according to a required Charter School format, and are the medications provided in the original containers with accurate content and dosage information on the labels?	Yes
Is the Charter School in compliance with all pertinent code and license requirements related to Fire Prevention and Fire Drill procedures?	Yes
Are Fire Drill procedures posted in each classroom and are Fire Drills held at least once a month?	Yes
Does the Charter School participate in the Federal Free and Reduced Lunch Program?	Yes
Are all students eligible to participate in Federal Breakfast and Lunch programs?	Yes
Are all claims and reports associated with Federal Breakfast and Lunch programs submitted as required?	Yes

Description of the responsibilities of the Charter School nurse(s)

The school engages the services of a school nurse through a contracted vendor. The school nurse provides health screenings, and addresses first aid needs of students. In addition, the school nurse assures that students have required physical and dental examinations as well as immunizations. The nurse keeps a record of students who start school with missing immunizations and follows-up with families to assure that the requirements are met, or that the student is denied entry. Students may self-administer asthma medication with appropriate documented consent by parents and the child's health care provider.

Food Service Program

Describe unique features of the Charter School meal program

WOLCS is contracted with Linton's Food Service Management Company. Linton's in implementing the requirements of the HHFKA exposes students to nutritious offerings they might not be used to. Additionally WOLCS has provided the government fresh fruit and vegetable program, which introduces students to array of fresh, healthy and rare options.

Safety and Security

Describe the essential Charter School policies, procedures, and practices that are implemented to provide security and safety for Charter School students, staff, and visitors:

The external doors to the building are locked, requiring magnetic entry cards or buzz-in by a security officer. Visitors are required to present identification at the security desk upon entry to the school. Visitors must also sign the visitors' log book and wear a visitor's badge while in the building. A child will not be released to an adult not previously identified on the school's emergency contact sheet. **All adults, including parents, who are authorized to pick-up a child must present photo identification even if s/he is listed as an emergency contact.**

CLARIFY THE LAST SENTENCE.

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

Wellness Policy

The school wellness policy

PDF file uploaded.

Health Reimbursement Policy

The school policy regarding Health Reimbursement

PDF file uploaded.

Current School Insurance Coverage Policies and Programs

Current Insurance Accord

The school's current Insurance Accord

PDF file uploaded.

Certificate of Liability

The school's Certificate of Liability

PDF file uploaded.

Insurance Coverage Details

Description of the details of the school's insurance coverage and/or copies of pertinent insurance policies

Files uploaded:

- Insurance Coverages Documentation.pdf

Transportation

Describe the charter school's transportation program. Include in the discussion whether the charter school, the school district, or a private company operates the transportation program. Also, include a description of transportation accommodations for special education students and suggestions for improvement to the program: Describe the requirements students must meet in order to be eligible for free transportation.

Transportation is provided through the Philadelphia School District for students in 1st - 6th grade (trans-passes are provided to students in grades 7 and 8) in accordance with Philadelphia School District's Transportation Policy 2.4 requiring a distance of 1.5 miles or more from school to the child's residence. Parents are required to arrange transportation for kindergarteners.

Free Transportation Eligibility Requirements

The requirements students must meet in order to be eligible for free transportation (optional if described in the narrative)

No file has been uploaded.

Student Conduct

Charter School's Code of Student Conduct	Answer
Are the expectations of students, parents, school staff members, and the Board of Trustees delineated by the Code of Student Conduct?	Yes
Are the rules of conduct explained in student friendly-language?	Yes
Are the consequences of violations of rules of conduct explained in student-friendly language?	Yes
Does the Code of Student Conduct apply on school grounds during the	Yes

school day as well as immediately before and after school hours?	
Does the Code of Student Conduct apply on school grounds at any other time when a school group is using the school?	Yes
Does the Code of Student Conduct apply off school grounds and the immediate perimeter of the school building, including any school activity, function, or event?	Yes
Does the Code of Student Conduct apply during travel to and from school, including actions on any school bus, van, or any other public conveyance?	Yes
Does the Code of Student Conduct apply off school grounds where the misconduct may reasonably be expected to undermine the proper disciplinary authority of the school, the safety of students or staff, or cause disruption within the school?	Yes
Does the Code of Student Conduct require that students who are found in possession of illegal drugs, firearms, or other dangerous weapons, or those who commit acts of misconduct, which disrupt the school's educational process, be suspended immediately and face possible expulsion?	Yes
Does the Code of Student Conduct specify that If a student becomes aware that a fellow student is in possession of illegal substances, firearms, weapons or any items that could endanger his/her safety or the safety of others, that student has a duty to inform an adult such as a parent, teacher, counselor, director or staff member?	No
Do all disciplinary actions for misconduct include a conference between the teacher and/or administrator, student, and parents followed by written notification to the parent or guardian?	No

If necessary, provide further explanation.

This narrative is empty.

Code of Student Conduct

The school's Code of Student Conduct

PDF file uploaded.

Frequency of Communication

Elementary Education - Primary Level

- More than once a month

Elementary Education - Intermediate Level

- More than once a month

Middle Level

- More than once a month

High School Level

- Not Applicable

Collaboration for Interventions

Describe the collaboration between classroom teachers and individuals providing interventions regarding differing student needs and academic progress.

Primary responsibility for designing and delivering interventions rests with classroom teachers. However professional development and resources as well as supports are provided by content area coaches as well as the principal and assistant principal. We have reinforced our MTSS program by hiring a full time staff member who is assigned to work with students and teachers on academic and behavior progress. Our Deans are also involved in overseeing interventions. These individuals serve as a climate team that works to ensure a comprehensive and wholistic approach, through the use and review of data and parent teacher input to ensure support to WOLCS students.

Community and Parent Engagement

Describe the Board of Trustees' efforts in promoting opportunities for community and parent engagement in school activities.

Under the WOLCS by-laws, two trustees must be parents of students enrolled at WOLCS. (Currently a vacancy exists for one parent trustee). The budget incorporates support for parent engagement programming. We offer regular opportunities for community and parent involvement, such as the monthly 20th Anniversary sessions: "Meet and Greet" the WOLCS board, open houses, etc.

Community Coordination

Describe how you accomplish coordination with community operated infant and toddler centers, as well as preschool early intervention programs. In addition, describe the community coordination with the following before or after school programs and services for all grade levels, including pre-kindergarten, if offered, through grade 12.

1. Child care
2. After school programs
3. Youth workforce development programs
4. Tutoring

We do not offer child care or youth workforce development programs, both of which are out of scope for our school.

Some students who are enrolled in Kindergarten at WOLCS already have received early intervention services in the pre-K setting under the terms of an IFSP (individualized family support plan). Until the students are evaluated for a school-based IEP, WOLCS implements the terms of the IFSP.

PCAT (the Philadelphia Center for Art and Technology) which provides high-quality afterschool programming focused on STEAM is located only a few blocks away from

WOLCS> As part of the back-to-school night activities, representatives from PCAT have provided WOLCS' parents with information about the programming for out of school time. WOLCS also has an ongoing relationship with Kidsville Learning Center, located very near WOLCS. Kidsville has been in existence for 20 years, and each year, several Kidsville "graduates" are enrolled in WOLCS' Kindergarten classes.

Preschool Agency Coordination

Explain how the LEA coordinates with agencies that serve preschool age children with disabilities.

1. Address coordination activities designed to identify and serve children with disabilities and the supports and accommodations available to ensure both physical and programmatic access.
2. Address pre-kindergarten programs operated directly by the LEA and those operated by community agencies under contract from the LEA.
3. Describe how the LEA provides for a smooth transition from the home setting and any early childhood care or educational setting the students attend, to the school setting.

As part of the enrollment process for kindergarten students, WOLCS administers the DTKR assessment. For all incoming kindergarten students, WOLCS provides a two-week orientation program. Students scoring at the lowest levels of the DTKR are required to attend both weeks of the program. Additionally, there is a 4 week mandatroy orientation for entering kindergarten students.

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

Grade level texts and materials are provided for each student. Inventory systems are in place to track the number and condition of materials for each subject by grade and

homeroom. The inventory is completed at the end of the school year and replacements purchased during the summer as needed. Through extensive research WOLCs has identified and purchase academic materials that are aligned with the standards, provides appropriate differentiation for our students and progresses from level to level. Additionally, WOLCS has aligned there structural materials and resources to a three year comprehensive improvement plan submitted to the School District of Philadelphia in 2018 to ensure progress and academic success.

NEED MORE HERE:

- ***COMPREHENSIVE ACADEMIC IMPROVEMENT PLAN?***
- ***ACADEMIC LEADERSHIP TEAM - WORK***
-

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

Elementary Education-Intermediate Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

The inventory systems are consistent with those in place for other grade levels.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

Middle Level

Material and Resources Characteristics	Status
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Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

The inventory systems are consistent with those in place for other grade levels.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

High School Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Non Existent
A robust supply of high quality aligned instructional materials and resources available	Non Existent
Accessibility for students and teachers is effective and efficient	Non Existent
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Non Existent

Provide explanation for processes used to ensure Accomplishment.

This narrative is empty.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

WOLCS is K-8 only.

SAS Incorporation

Elementary Education-Primary Level

Standards	Status
Arts and Humanities	Not Applicable
Career Education and Work	Not Applicable
Civics and Government	Not Applicable
PA Core Standards: English Language Arts	Full

	Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Level of Implementation is Unknown
PA Core Standards: Mathematics	Full Implementation
Economics	Not Applicable
Environment and Ecology	Not Applicable
Family and Consumer Sciences	Not Applicable
Geography	Not Applicable
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Not Applicable
Science and Technology and Engineering Education	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Not Applicable
Early Childhood Education: Infant-Toddler→Second Grade	Level of Implementation is Unknown
English Language Proficiency	Not Applicable
Interpersonal Skills	Implemented in less than 50% of district classrooms
School Climate	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

NEED INFO HERE:

WOLCS has been committed to identifying and purchasing materials and resources that are aligned to standards and progresses from level to level and demonstrates relationships among fundamental concepts and skills.

- ***Selection of materials and resources was made to specifically provide allignment with standards***
- ***Implementation of materials and resources is achieved by our coaches and Deans***

For topics marked "NA": Content is not applicable for our curriculum

For topics marked UNK or <50%: Literacy components are embedded in our materials and resources

Elementary Education-Intermediate Level

Standards	Status
Arts and Humanities	Not Applicable
Career Education and Work	Not Applicable
Civics and Government	Not Applicable
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Level of Implementation is Unknown
PA Core Standards: Mathematics	Full Implementation
Economics	Not Applicable
Environment and Ecology	Not Applicable
Family and Consumer Sciences	Not Applicable
Geography	Not Applicable
Health, Safety and Physical Education	Not Applicable
History	Not Applicable
Science and Technology and Engineering Education	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Not Applicable
English Language Proficiency	Not Applicable
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

NEED INFO HERE:

- ***Selection of materials and resources was made to specifically provide alignment with standards***
- ***Implementation of materials and resources is achieved by our coaches and Deans***

For topics marked "NA": Content is not applicable for our curriculum

For topics marked UNK or <50%: Literacy components are embedded in our materials and resources

Middle Level

Standards	Status
Arts and Humanities	Not Applicable
Career Education and Work	Not Applicable
Civics and Government	Not Applicable
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA Core Standards: Mathematics	Full Implementation
Economics	Not Applicable
Environment and Ecology	Not Applicable
Family and Consumer Sciences	Not Applicable
Geography	Not Applicable
Health, Safety and Physical Education	Not Applicable
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Not Applicable
English Language Proficiency	Not Applicable
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms

World Language	Not Applicable
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Further explanation for columns selected "

NEED INFO HERE:

- ***Selection of materials and resources was made to specifically provide alignment with standards***
- ***Implementation of materials and resources is achieved by our coaches and Deans***

For topics marked "NA": Content is not applicable for our curriculum

For topics marked UNK or <50%: Literacy components are embedded in our materials and resources

High School Level

Standards	Status
Arts and Humanities	Not Applicable
Career Education and Work	Not Applicable
Civics and Government	Not Applicable
PA Core Standards: English Language Arts	Not Applicable
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Not Applicable
PA Core Standards: Mathematics	Not Applicable
Economics	Not Applicable
Environment and Ecology	Not Applicable
Family and Consumer Sciences	Not Applicable
Geography	Not Applicable
Health, Safety and Physical Education	Not Applicable
History	Not Applicable
Science and Technology and Engineering Education	Not Applicable
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Not Applicable
English Language Proficiency	Not Applicable
Interpersonal Skills	Not Applicable
School Climate	Not Applicable
World Language	Not Applicable

Further explanation for columns selected "

WOLCS serves only K-8 grades.

Fiscal Solvency Policies

Describe policies and procedures that have been established to ensure and monitor fiscal solvency.

Maintaining our financial flexibility and solvency is a paramount concern for the board. WOLCS manages its budget process to assure that it can maintain a fund balance. For budgeting purposes, the Board of Trustees requires that the anticipated revenue be based on an enrollment number that is 1-2% lower than the actual enrollment. Unbudgeted expenditures require board review and approval. More importantly, ***our charter calls for measurement of several short-term and long-term solvency factors, including:***

- Total margin
- Current ratio
- Cash on hand
- Net position
- Non-restricted fund balances
- Debt ratio

These measures obligate the school to carefully manage its financial viability.

Accounting Systems

Explain what accounting system the charter school uses.

Please note that the charter school is required to have a system that integrates with the Pennsylvania State Chart of Accounts for Pennsylvania Public Schools and the Annual Financial Report utilizing Generally Accepted Accounting Principles (GAAP) for budgeting, accounting and reporting.

WOLCS has engaged Santilli & Thomson, a deeply experienced charter management services firm, to manage the school's financial and budgetary affairs. Santilli & Thomson utilizes GAAP to develop the school's accounting reports. The school has achieved an external common unqualified audit for the past 3 years.

NEED TO MAKE SURE THIS IS CORRECT.

Professional Education

Characteristics

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

Charter's Professional Education Characteristics	EEP	E EI	ML	HS
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.	X	X	X	
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for gifted 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.	X	X	X	
Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.	X	X	X	
Instructs the leader in managing resources for effective results.	X	X	X	

Provide brief explanation of your process for ensuring these selected characteristics.

Over the years, the Academic Leadership Team (ALT) has identified categories of professional development and training needs for instructional staff including program information and skills enhancements that are required to deliver instruction – data analysis, designing interventions, grading and use of the SIS, classroom management. The ALT then develops a framework of annual professional development programs that are presented in the last two weeks of August before the students return to school and then throughout the year primarily on Wednesday afternoons when the school has an early dismissal of students. The results of program evaluations and surveys completed by WOLCS staff, together with analysis of reports of student performance and staff usage generated through the School's computer assisted instructional tools, inform the overall review and evaluation of the professional development.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

WOLCS is developing enrichment programs to challenge and enhance the educational experiences for its most talented students. However, like other charter schools, WOLCS is not required to provide GIEP for identified students.

Educator Discipline Act 126, 71

Provides educators with mandated reporter training, totaling 3 hours, every 5 years as outlined in Act 126.

Questions
The LEA has conducted the required training on:
4/1/2018 NEED TO UPDATE THIS
The LEA plans to conduct the required training on approximately:
4/1/2018 NEED TO UPDATE THIS

Provides educators with four (4) hours of professional development in youth suicide awareness and prevention every five (5) years for professional educators in grades six through twelve as outlined in Act 71.

Questions
The LEA plans to conduct the training on approximately:
4/1/2018 NEED TO UPDATE THIS

Provides educators with four (4) hours of professional development every five (5) years for professional educators that are teaching the curriculum in which the Child Exploitation Awareness Education program is incorporated as outlined in Act 71.

Questions
The LEA plans to conduct the training on approximately:
4/1/2018 NEED TO UPDATE THIS

Strategies Ensuring Fidelity

Checked answers

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Professional Development activities are developed that support implementation of strategies identified in your action plan.

- Clear expectations in terms of teacher practice are identified for staff implementation.
- Administrators participate fully in all professional development sessions targeted for their faculties.
- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).

Unchecked answers

- An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.
- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.
- Professional Education is evaluated to show its impact on teaching practices and student learning.

Provide brief explanation of your process for ensuring these selected characteristics.

The Academic Leadership Team which includes administrators and personnel directly responsible for instruction, student achievement, climate, and family engagement is the principal mechanism for designing and monitoring all professional development programs at WOLCS. The team meets weekly to address tactical concerns related to all the named aspects of the school program and monthly for an extended discussion of related strategic issues. During these meetings the team plans and implements professional development programming, modifying the planned programs as necessary based on staff needs identified through classroom observations, or student needs identified through benchmark assessments.

The WOLCS administration utilizes on-line professional development and staff satisfaction surveys to gauge the staff perceptions of a broad spectrum of issues at WOLCS. Similar surveys are administered to parents and families of WOLCS students. Staff members are also asked to complete evaluation forms, modeled on PDE 3527, related to the professional development programs presented on-site, their perceptions of the professional development -- its content and impact.

Annually, as part of a leadership team retreat in May, WOLCS staff, including all members of its Academic Leadership Team and Technology Team, reviews the professional development matrix, and revises the framework of programs for the upcoming school year.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

Evaluation tools will have to be updated to specifically assess not only participant perceptions of program effectiveness but also to document observed changes in practice.

Induction Program

Checked answers

- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.
- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.
- Inductees will know and apply LEA endorsed classroom management strategies.
- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.

Unchecked answers

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.
- Inductees will assign challenging work to diverse student populations.
- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.
- Inductees will effectively navigate the Standards Aligned System website.
- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.

Provide brief explanation of your process for ensuring these selected characteristics.

Each year twelve two-hour sessions are provided for inductees. Each of these sessions is scheduled during after school hours between 4:00PM and 6:00PM. For each induction session, participants are required to sign-in. Participation is critical to completing the induction program. A successful induction candidate must attend 10 of the 12 induction program meetings and receive a satisfactory evaluation from the coach / program instructor based on attendance, preparedness, in session participation and project completion.

Inductees are trained in small group sessions using various methods such as whole-group discussion, small-group discussion, presenting and modeling best practices, role playing, text study and case studies. Coaching and demonstration classroom visits are also incorporated.

Objectives include the following:

1. **Effective Classroom Management Procedures and Routines**

—
classroom organization; materials management; behavior management; transitions; developmentally appropriate expectations for students; whole group instruction protocols; small group instruction protocols; accommodating multiple learning styles; tools for tracking indicators of classroom effectiveness such as on-task time and question distribution.

2. **Effectively Managing the Challenges of Urban Teaching** —
common ideologies and qualities of successful urban teachers vs. those that fail and/or burn out; Maslow's Hierarchy; motivation; effects of personal biases.
3. **Understanding & Upholding High Standards of Professionalism**
—
proactive communication; managing non-instructional responsibilities; interacting with students, parents, colleagues, and supervisors; Code of Professional Practice and Conduct for Educators.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

Knowledge of effective instructional practices, differentiated instruction, standards and curriculum, are part of the on-going professional development designed and delivered to all teachers, not only inductees.

Needs of Inductees

Checked answers

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Frequent observations of inductee instructional practice by supervisor to identify needs.
- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- Classroom assessment data (Formative & Summative).
- Inductee survey (local, intermediate units and national level).
- Review of inductee lesson plans.
- Knowledge of successful research-based instructional models.
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

Unchecked answers

- Student PSSA data.

- Standardized student assessment data other than the PSSA.
- Review of written reports summarizing instructional activity.
- Submission of inductee portfolio.

Provide brief explanation of your process for ensuring these selected characteristics.

Inductees like other instructional staff members are subject to frequent informal observations as well as formal observations during the year. Their lesson plans are reviewed by administrators and they are included in the professional development offering for other instructional staff.

Provide a brief explanation for strategies not selected and your plan to address their incorporation.

Standardized test data (including PSSA's) are reviewed for all teachers; and use of these data is not specifically targeted to inductees. Reports created by the principal and assistant principal based on the observation process similarly is used to identify needs of the teaching staff and not particularly inductees.

Mentor Characteristics

Checked answers

- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Potential mentors have similar certifications and assignments.
- Potential mentors must model continuous learning and reflection.
- Potential mentors must have demonstrated ability to work effectively with students and other adults.
- Potential mentors must be willing to accept additional responsibility.
- Mentors and inductees must have compatible schedules so that they can meet regularly.

Unchecked answers

- Potential mentors must have knowledge of LEA policies, procedures and resources.
- Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching and conferencing skills, problem-solving skills and knowledge of adult learning and development).

Provide brief explanation of your process for ensuring these selected characteristics.

The WOLCS induction program is designed and delivered by an external provider based on the requirements communicated by the school's Chief Academic Officer. However, as an enhancement to the induction program, peer mentors are assigned to teachers new to the school to fulfill an orienting role that supports these new teachers to adapt to the WOLCS environment.

Provide brief explanation for characteristics not selected and how you plan to address their incorporation.

When WOLCS has had a large class of new teachers, it has assigned informal peer mentors for inductees. These mentors are selected based on their own strong job performance. It is through the peer mentoring program that WOLCS can be sure to consider characteristics not normally applicable to the external, professional mentor: i.e. knowledge of WOLCS policies, procedures and related training and experience for peer mentors.

Induction Program Timeline

Topics	A g - S e p	O c - N o v	D e c - J a n	F e b - M a r	A p r - M a y	Jun-Jul
Code of Professional Practice and Conduct for Educators	X					
Assessments	X					
Best Instructional Practices		X	X	X	X	
Safe and Supportive Schools	X					
Standards				X	X	X
Curriculum				X	X	
Instruction					X	X
Accommodations and Adaptations for diverse learners					X	X
Data informed decision making						X
Materials and Resources for Instruction						X

If necessary, provide further explanation.

This narrative is empty.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

Monitoring and evaluation of the induction program is accomplished through periodic reports by the professional coach / instructor to the WOLCS Chief of Staff. Each year, the final such report incorporates the inductees' evaluation of the program during that year. Annually-administered, staff-satisfaction surveys, that incorporate staff evaluation of professional development are also used to assess the needs of inductees, to gauge the effectiveness of the induction program and to inform program adjustments.

Recording Process

Identify the recording process for inductee participation and program completion. (Check all that apply)*Checked answers*

- Mentor documents his/her inductee's involvement in the program.
- A designated administrator receives, evaluates and archives all mentor records.
- School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.
- LEA administrator receives, tallies, and archives all LEA mentor records.
- Completion is verified by the LEA Chief Executive Officer on the Application for Level 2 Certification.

Unchecked answers

None.

Assurances

Brick and Mortar Charter Schools

The physical charter school has verified the following Assurances:

- The school is accountable to the parents of its students, the public and the Commonwealth and that strategies have been developed and implemented that generate meaningful parent and community involvement (in compliance with §17-1715-A (2))
- The school does not unlawfully discriminate in admissions, hiring or operation (in compliance with §17-1715-A (3))
- The school is nonsectarian in all operations (in compliance with §17-1715-A (4))
- The school does not provide any religious instruction, nor are religious objects or symbols displayed on the premises (in compliance with §17-1715-A (5))
- The school does not advocate unlawful behavior (in compliance with §17-1715-A (6))
- The school participates in the Pennsylvania State Assessment System in the manner in which the school district in which the school is located is scheduled to participate (in compliance with §17-1715-A (8))
- The school will provide a minimum of 180 days of instruction or 900 hours per year of instruction at the elementary level, or 990 hours per year of instruction at the secondary level (in compliance with §17-1715-A (9))
- The school's Board of Trustees and contractors of the school meet the requirements of the "Public Works Contractors' Bond Law of 1967," all regulations related to the letting of contracts for the erection, construction and alteration of public buildings, the "Pennsylvania Prevailing Wage Act," and the "Steel Products Procurement Act." (in compliance with §17-1715-A (10))
- The school's administrators (CEO and all other employees who exercise management or operational oversight responsibilities) do not receive compensation from another charter school or from a company that provides management or other services to another charter school (in compliance with §17-1715-A (12))
- The school's Trustees do not serve on a local board of school directors of a school entity located in the member's district (in compliance with §17-1716-A (b))
- The school will select students on a random basis from a pool of qualified applicants when the number of attendance slots available is less than the number of applicants (in compliance with §17-1723-A (a))

- The school gives first preference to students who reside in the district or districts and will consider giving preference to a child of a parent who has actively participated in the development of the school and to siblings of students presently enrolled (in compliance with §17-1723-A (a))
- The school will only establish reasonable criteria to evaluate prospective students if the criteria are outlined in the school's charter (in compliance with §17-1723-A (b))
- The school does not discriminate in its admission policies or practices on the basis of athletic ability, measures of achievement or aptitude, status as a person with a disability, proficiency in the English language, or any other basis that would be illegal if used by a school district (in compliance with §17-1723-A (b))
- The school does not discriminate in its admission policies or practices on the basis of intellectual ability but does reserve the right to limit admission to a particular grade level or to targeted population groups composed of at-risk students or students with a special interest in academic areas such as mathematics, science or the Arts (in compliance with §17-1723-A (b))
- 75% of the professional staff members hold appropriate State certifications (in compliance with §17-1724-A (a))
- All professional staff members who do not hold appropriate State certification have provided evidence that they have demonstrated satisfactorily a combination of experience, achievement, and qualifications as defined in the charter school application in basic skills, general knowledge, professional knowledge and practice, and subject matter knowledge in the subject area in which an individual will teach (in compliance with §17-1724-A (b))
- There are no tuition charges for any resident or nonresident student (in compliance with §17-1725-A (a))
- All donations, gifts or contributions are given freely and voluntarily; i.e. the trustees and any other person affiliated in any way to the school will not demand or request, directly or indirectly, any gift, donation or contribution of any kind from any parent, teacher, employee or any other person affiliated with the school as a condition for employment or enrollment and/or continued attendance (in compliance with §17-1725-A (e))
- Free transportation is provided to students according to the parameters of §17-1726-A (Transportation) of the Charter School Law (in compliance with §17-1726-A (a))
- The school adheres to the requirements of all 123 sections, chapters and acts listed in §17-1732-A (Provisions applicable to charter schools) of the Charter School Law (in compliance with §17-1732-A (a))

Cyber Charter Schools

No policies or procedures have been identified.

Safe and Supportive Schools

The LEA has verified the following Assurances:

- Implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students. (in compliance with [§ 12.41\(a\)](#))
- Free Education and Attendance (in compliance with [§ 12.1](#))
- School Rules (in compliance with [§ 12.3](#))
- Collection, maintenance and dissemination of student records (in compliance [§ 12.31\(a\)](#) and [§ 12.32](#))
- Discrimination (in compliance with [§ 12.4](#))
- Corporal Punishment (in compliance with [§ 12.5](#))
- Exclusion from School, Classes, Hearings (in compliance with [§ 12.6](#), [§ 12.7](#), [§ 12.8](#))
- Freedom of Expression (in compliance with [§ 12.9](#))
- Flag Salute and Pledge of Allegiance (in compliance with [§ 12.10](#))
- Hair and Dress (in compliance with [§ 12.11](#))
- Confidential Communications (in compliance with [§ 12.12](#))
- Searches (in compliance with [§ 12.14](#))
- Emergency Care and Administration of Medication and Treatment (in compliance with [35 P.S. § 780-101—780-144](#))
- Parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (consistent with [§ 445 of the General Education Provisions Act \(20 U.S.C.A. § 1232h\)](#) and in compliance with [§ 12.41\(d\)](#))
- Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with [§ 12.41\(e\)](#))
- Development and Implementation of Local Wellness Program (in compliance with [Public Law 108-265, Section 204](#))
- Early Intervention Services System Act (if applicable) ([11 P.S. § 875-101—875-503](#))

- Establishment and Implementation of Student Assistance Programs at all of levels of the school system (in compliance with [24 PS § 15-1547](#))
- Acceptable Use Policy for Technology Resources
- Providing career information and assessments so that students and parents or guardians might become aware of the world of work and career options available.

Federal Programs

Coordination of Programs

Technical Assistance

The LEA provides guidance, technical assistance, and support to schools developing schoolwide programs in the areas of needs assessment, comprehensive planning, implementation, and evaluation of schoolwide program and requirements.

Describe the technical assistance provided. Explain why it was considered high quality technical assistance.

WOLCS is a single site charter school, which acts as its own LEA. It does not provide guidance or technical assistance to any other institution.

Provider	Meeting Date	Type of Assistance
N/A	8/29/2018	N/A

Consolidation of Funds

Please indicate if your school/charter is consolidating state, local, and federal funds. (Your school/charter must keep on file an approval letter from your Regional Coordinator).

No, the school does not intend to consolidate the funds.

Needs Assessment

Charter School Accomplishments

Accomplishment #1:

Closing the Achievement Gap in Reading: On the 2017 PSSA the achievement gap for 80% of historically under performing students was closed in ELA.

Accomplishment #2:

Science: 51% of students in grades 4th & 8th scored proficient or advanced on the 2017 Science PSSA.

Accomplishment #3:

Students performing at the basic level in Reading PSSA: On the 2017 PSSA 60.47% of third graders scored proficient or advanced.

Accomplishment #4:

High School Admission: More than 50% of students who graduated over the last three years earned admission to city-wide or special admission Philadelphia public schools.

Accomplishment #5:

Attendance: In 2017 WOLCS achieved a 95% student attendance rate.

Accomplishment #6:

Decline in Suspensions: Kindergarten suspensions have declined by 1/3 this year from 33 to 11. Furthermore, 5th grade suspensions have also declined by more than 50% from last year 47 to this year 21.

Charter School Concerns

Concern #1:

Math PSSA: Overall, from 2016 to 2017 the percentage of students who are proficient or advanced has declined to 14%.

Concern #2:

Math Growth: 2017 PSSA's showed that the gap closure percentage for historically under performing students was 0%.

Concern #3:

Science: 8th grade Science PSSA scores have dropped across each quadrant in 2017, and 4th grade Science PSSA scores have declined in the Proficient and Advanced quadrants.

Prioritized Systemic Challenges

Systemic Challenge #1 (*Guiding Question #3*) Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.

Aligned Concerns:

Math PSSA: Overall, from 2016 to 2017 the percentage of students who are proficient or advanced has declined to 14%.

Math Growth: 2017 PSSA's showed that the gap closure percentage for historically under performing students was 0%.

Science: 8th grade Science PSSA scores have dropped across each quadrant in 2017, and 4th grade Science PSSA scores have declined in the Proficient and Advanced quadrants.

Systemic Challenge #2 (*Guiding Question #4*) Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

Aligned Concerns:

Math PSSA: Overall, from 2016 to 2017 the percentage of students who are proficient or advanced has declined to 14%.

Math Growth: 2017 PSSA's showed that the gap closure percentage for historically under performing students was 0%.

Science: 8th grade Science PSSA scores have dropped across each quadrant in 2017, and 4th grade Science PSSA scores have declined in the Proficient and Advanced quadrants.

Systemic Challenge #3 (*Guiding Question #0*) Ensure that there is a standardized practice for regularly using common assessments (teacher developed formative assessments) by subject and grade that allow educators, including the principal and other administrators, to meaningfully evaluate and document student learning and their progress towards attainment of performance standards.

Aligned Concerns:

Math PSSA: Overall, from 2016 to 2017 the percentage of students who are proficient or advanced has declined to 14%.

Math Growth: 2017 PSSA's showed that the gap closure percentage for historically under performing students was 0%.

Science: 8th grade Science PSSA scores have dropped across each quadrant in 2017, and 4th grade Science PSSA scores have declined in the Proficient and Advanced quadrants.

Systemic Challenge #4 (*Guiding Question #6*) Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

Aligned Concerns:

Math PSSA: Overall, from 2016 to 2017 the percentage of students who are proficient or advanced has declined to 14%.

Math Growth: 2017 PSSA's showed that the gap closure percentage for historically under performing students was 0%.

Science: 8th grade Science PSSA scores have dropped across each quadrant in 2017, and 4th grade Science PSSA scores have declined in the Proficient and Advanced quadrants.

Charter School Level Plan

Action Plans

Goal #1: Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

Related Challenges:

- Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.
- Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.
- Ensure that there is a standardized practice for regularly using common assessments (teacher developed formative assessments) by subject and grade that allow educators, including the principal and other administrators, to meaningfully evaluate and document student learning and their progress towards attainment of performance standards.

Indicators of Effectiveness:

Type: Interim

Data Source: Documentation of Teacher Observations and Evaluations

Specific Targets: All documented observations are informed by teachers' instructional practices, specifically their incorporation of effective instructional strategies; and feed back to teachers consistently reflects the extent to which teachers demonstrate effective instruction.

Type: Annual

Data Source: Staff Satisfaction Survey Data

Specific Targets: At least 80% of teachers report that they strongly agree to feeling competent using student performance data to inform their instruction

Strategies:

Instructional Coaching: The Principles of Partnership

Description: Kansas Coaching Project: Instructional coaches are on-site professional developers who teach educators how to use proven instructional methods. To be successful in this role, coaches must be skilled in a variety of roles, including public relations guru, communicator extraordinaire, master organizer and, of course, expert educator. (Source: <http://instructionalcoach.org/about/about-coaching> Resource: <http://effectivestrategies.wiki.caiu.org/Professional+Development>)

SAS Alignment: Instruction

Differentiating Instruction

Description: Empirical validation of differentiated instruction as a package was not found; however, a large number of testimonials and classroom examples of positive effects have been reported. (Sources: Learning Styles: Concepts and Evidence, http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf ; Learning Styles, http://en.wikipedia.org/wiki/Learning_styles#cite_note-33 ; WWC: Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades, http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf Differentiated Instruction Reexamined, <http://www.hepg.org/hel/article/499>; Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms, <http://www.icsei.net/icsei2011/Full%20Papers/0155.pdf>)

SAS Alignment: Instruction

Implementation Steps:

1. Instructional Coaching: Implementing Essential Questions

Description:

Instructional Coaches prepare teachers to identify and implement Essential Questions to probe: helping students to think more deeply and arrive at greater insights and understanding.

Start Date: 7/1/2018 **End Date:** 6/30/2022

Program Area(s): Professional Education

Supported Strategies:

- Instructional Coaching: The Principles of Partnership

2. Instructional Coaching: Instructional Methods and Strategies

Description:

Prepare teachers to identify and select the best instructional methods designed to enhance student learning.

Start Date: 7/1/2018 **End Date:** 6/30/2022

Program Area(s): Professional Education

Supported Strategies:

- Instructional Coaching: The Principles of Partnership
- Differentiating Instruction

3. Differentiated Instruction: Professional Development in Principles for Classroom Practice

Description:

Educators learn to effect productive planning and implement varied approaches to determining learning environment, content, instructional processes and products / performance. Educators learn how to anticipate and respond to students' differing readiness, interests and learning needs.

Start Date: 7/1/2018 **End Date:** 6/30/2022

Program Area(s): Professional Education

Supported Strategies:

- Differentiating Instruction

4. Differentiated Instruction: Student Autonomy

Description:

Improve teachers capacity to teach students to examine their own work as part of on-going formative assessment process.

Start Date: 7/1/2018 **End Date:** 6/30/2022

Program Area(s): Professional Education

Supported Strategies:

- Differentiating Instruction

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed:	Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching	Strategy #1: Instructional Coaching: The Principles of Partnership
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Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
7/1/2018	6/30/2022	1. Instructional Coaching: Implementing Essential Questions	Instructional Coaches prepare teachers to identify and implement Essential Questions to probe: helping students to think more deeply and arrive at greater insights and understanding.	Assistant Principals, Coaches	1.0	9	15	WOLCS	School Entity	No

Knowledge

- Using Essential Questions to focus learning
- Posing questions to elicit student responses and exploring responses to cultivate critical thinking
- Pre-instructional planning
- Introducing new information, text, data to challenge students' tentative views/conclusions

Supportive Research	Knight, J. (2007). <i>Instructional coaching a partnership approach to improving instruction</i> . Thousand Oaks, CA: NSDC .:		
Designed to Accomplish			
For classroom teachers, school counselors and education specialists:	Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.	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:	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.		
Training Format	Series of Workshops School Whole Group Presentation Department Focused Presentation Professional Learning Communities		
Participant Roles	Classroom teachers Other educational specialists	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Participant survey

Joint planning period activities

LEA Goals Addressed: **Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching**

Strategy #1: Instructional Coaching: The Principles of Partnership
Strategy #2: Differentiating Instruction

Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
7/1/2018	6/30/2022	2. Instructional Coaching: Instructional Methods and Strategies	Prepare teachers to identify and select the best instructional methods designed to enhance student learning.	Assistant Principals, Coaches	1.0	15	5	West Oak Lane Charter School	School Entity	Yes

Familiarity with a broad range of instructional strategies

Ability to identify instructional strategies best aligned with supporting:

- students' acquisition and integration of knowledge
- students' practice and review
- students' demonstration of learning

Knowledge

Ability to use assessments as learning tools: rubrics, checklists based on the standards that guide students in completing performance tasks and understanding what excellent work looks like within the context of specific instructional units

Supportive Research

Marzano, R. (2001). *A handbook for classroom instruction that works*. Alexandria, VA: Association for Supervision and Curriculum Development.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.
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:

Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Training Format

LEA Whole Group Presentation
Series of Workshops
Department Focused Presentation
Professional Learning Communities

Participant Roles

Classroom teachers
Other educational specialists

Grade Levels

Elementary - Primary (preK - grade 1)
Elementary - Intermediate (grades 2-5)
Middle (grades 6-8)

Follow-up Activities

Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
Creating lessons to meet varied student learning styles
Peer-to-peer lesson discussion
Lesson modeling with

Evaluation Methods

Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
Participant survey
Review of participant lesson plans

mentoring

LEA Goals Addressed: **Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching** **Strategy #1: Differentiating Instruction**

Start	End	Title	Description				Type	App.
7/1/2018	6/30/2022	3. Differentiated Instruction: Professional Development in Principles for Classroom Practice	Educators learn to effect productive planning and implement varied approaches to determining learning environment, content, instructional processes and products / performance. Educators learn how to anticipate and respond to students' differing readiness, interests and learning needs.				College or University	Yes
		Person Responsible Principal, Assistant Principals, Coaches	SH 2.0	S 9	EP 15	Provider TBD		

Ability to plan and implement

- instructional content -- what students should learn based on standards
- instructional processes -- how students make sense of information
- performance tasks/ products -- how students demonstrate their learning

Knowledge

Ability to measure what information is known to students to determine proximity to learning objectives and whether basic or foundational, concrete or simple concepts must be acquired or whether students can move to

more abstract or complex ideas, whether they can work independently and at what pace.

Ability to use skills or ideas familiar to students as a bridge to less familiar skills and ideas, to show connections among different facets of learning

Ability to gauge the ways that students learn best including their intelligence preferences as well as learning / cognitive styles

Ability to select and to use formative assessments (pre- assessment and on-going assessment) to understand learners more systematically and monitor their progress

Ability to deliver clear, honest, supportive and actionable feedback to students

Tomlinson, C. (2001). *How to differentiate instruction in mixed-ability classrooms* (2nd ed.). Alexandria, Va.: Association for Supervision and Curriculum Development.

Supportive Research

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

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:

Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Training Format

LEA Whole Group Presentation
Series of Workshops
Professional Learning Communities

Participant Roles	Classroom teachers Other educational specialists	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8)
Follow-up Activities	Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Classroom student assessment data Participant survey Review of participant lesson plans

LEA Goals Addressed: Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

Strategy #1: Differentiating Instruction

Start	End	Title	Description					
7/1/2018	6/30/2022	4. Differentiated Instruction: Student Autonomy	Improve teachers capacity to teach students to examine their own work as part of on-going formative assessment process.					
Person Responsible Assistant Principals, Coaches		SH 1.0	S 9	EP 15	Provider WOLCS	Type School Entity	App. Yes	

Knowledge

- Ability to explain expectations and assessment criteria and to design tools -- e.g. rubrics and checklists -

- that help students assess and enhance their learning

- Provide feedback to students that is timely, specific, actionable and focused on the concepts and skills that are most important to mastery of standards
- Use students assessments to guide instructional changes

Supportive Research

Tomlinson, C., & Moon, T. (n.d.). *Assessment and student success in a differentiated classroom.*

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.
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:

Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Training Format

Series of Workshops
Department Focused Presentation

Participant Roles

Classroom teachers
Other educational specialists

Grade Levels

Elementary - Primary (preK - grade 1)
Elementary - Intermediate (grades 2-5)
Middle (grades 6-8)

Follow-up Activities

Analysis of student work, with administrator and/or peers
Creating lessons to meet varied student learning styles
Peer-to-peer lesson

Evaluation Methods

Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
Classroom student assessment data

discussion

Participant survey
Review of participant lesson plans

Charter School Level Affirmations

We affirm that this Charter School Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 49 and Article 711. We also affirm that the contents are true and correct and that the plan was placed for public inspection in the Charter School offices and in the nearest public library until the next regularly scheduled meeting of the Board or for a minimum of 28 days whichever comes first.

We affirm that the responses in the Professional Education Core Foundations and the Professional Development Implementation Steps focus on the learning needs of each staff member to enable all staff members meet or exceed the Pennsylvania academic standards in each of the core subject areas.

Affirmed by Sharmain Matlock-Turner on 6/29/2017

Board President

Affirmed by Debbera Peoples-Lee on 6/29/2017

Superintendent/Chief Executive Officer

Affirmation 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/>

Affirmed by Sharmain Matlock-Turner on 6/29/2017

Board President

Affirmed by Debbera Peoples-Lee on 6/29/2017

Superintendent/Chief Executive Officer