
Pennsylvania Department of Education



COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
333 MARKET STREET
HARRISBURG, PA 17126-0333

Charter Annual Report **Monday, November 10, 2008**

Charter School: Imani Education Circle CS
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CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Charter School Annual Report Summary Data 2008 - 2009

Name of School: Imani Education Circle CS

Date of Local Chartering School Board/PDE Approval: 9/2003 (current); 4/16/08 (renewal)

Length of Charter: 5 years (current: 2003-04 to 2007-08); 5 year renewal (2008-09 to 2012-13) **Opening Date:** September 1999

Grade Level: K - 8 **Hours of Operation:** 8:30 a.m. - 3:30 p.m.

Percentage of Certified Staff: 70% **Total Instructional Staff:** 29 teachers (including spec. ed. & specialty)

Student/ Teacher Ratio: 16:1 (including spec. ed. & specialty); limit of 25 students per classroom **Student Waiting List:** 185

Attendance Rate/Percentage: 92%

Second Site Address, Phone Number and Site Director:
Not applicable.

Enrollment: 450 **Per Pupil Subsidy:** Reg Ed. = \$7,708.33 Spec. Ed. = \$16,760.03

Student Profile

American Indian/Alaskan Native: 0
Asian/Pacific Islander: 1
Black (Non-Hispanic): 449
Hispanic: 0
White (Non-Hispanic): 0
Multicultural: 0

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 71.4%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 48

Number of:	K (AM)	K (PM)	K (FTIME)	ELEM	MIDDLE	SEC.	TOTAL
Instructional Days	0	0	174	178	178	0	178
Instructional Hours	0	0	1174.5	1201.50	1091.73	0	1201.5

SECTION I. EXECUTIVE SUMMARY

Organization Description

Imani (IEC) Charter is a K-8 school with a Science ~ Math ~ and Technology focus. We have been serving children since 1999 in an African Centered Environment. High Academic Achievement is the primary goal of Imani. The underlying philosophy of IEC is that a rigorous, integrative constructivist curriculum combined with the historical and cultural richness of African heritage will result in well-rounded and productive citizens.

Core Purpose

Mission

Our mission statement:

"To challenge the GENIUS in all of our children in a safe, caring African Centered Environment."

Vision

Imani Charter is an educational institution that involves members of student's families and their communities as partners in the circle of education, both inside and outside the classrooms. We envision that our students will become active and contributory members of their immediate communities and the larger community.

Shared Values

Some of our shared values across the organization are:

1. All children can and will learn.
2. We teach and practice the principles of MAAT (Truth, Balance, Order, Reciprocity, Righteousness, Justice and Harmony)
3. We teach and practice the principles of the NGUZU SABA (Umoja=Unity, Kujichagulia=Self determination, Ujimaa=Collective work and Responsibility, Ujaama=Cooperative Economics, Nia=Purpose, Kuumba=Creativity, and Imani = Faith.
4. Parental participation is critical to student success
5. Our program should fit our students and we should not compel our students to fit our program.
6. Learning must be differentiated.

Academic Standards

Imani will use the PA state standards to measure it's success academically, along with NCLB measurements and benchmarks. We will supplement that with a rigorous curriculum and will solicit substantial parental involvement.

Strengths and Challenges

The 2007-2008 school year marked the ninth year of operation of the Imani Education Circle Charter School. After being recognized the year prior by the Black Alliance for Educational Options as a model school providing quality educational options during the national organization's 2007 symposium, Imani again celebrated the strength of its educational program in receiving the Keystone Achievement Award from the Pennsylvania Department of Education in recognition of the outstanding academic achievements Imani's students had made over the past two school years (i.e. school made AYP for two consecutive years). This was Imani's third Keystone Achievement Award, indicating that Imani has made AYP for four consecutive years from 2003-2004 through 2006-2007.

Then, in April 2008, after a rigorous reauthorization process, the School District of Philadelphia renewed our charter for five more school years, which will enable Imani to operate through the

2012-2013 school year. Imani understands that the School District of Philadelphia has entrusted us with an awesome responsibility to provide a world-class education to 450 of the City's students. As such, we approached this reauthorization year and this annual report as an opportunity to reflect on the school's strengths and challenges in an effort to develop a blueprint for continuing to increase student achievement during our third charter term.

Strengths:

In June 2008, Imani surveyed its instructional staff to get their feedback on the 2007-2008 school year. When asked, "What are the three greatest strengths of our school?" staff responses included:

- "Our African-centered approach to education helps to develop self-esteem, respect, and a positive view of African Americans."
- "Children come first."
- "Its mission to produce upstanding, solid, citizens can be productive in today's society."
- "Imani's steadfast focus on an excellent education for all its students."
- Teamwork — "The teachers work as teams and that is something not found in most schools. The students are of great importance. If they are successful, we are successful."
- School leadership that listen to staff and want ideas and advice from teachers — "When the leaders are reachable, it makes the morale of the school go up, because the staff feels like we are all family. The leaders care about the students and the staff."
- "Imani's peaceful atmosphere."
- Continuing education for staff — "We are becoming life-long learners together by embracing a new program that will help us all become better teachers and leaders. We are raising the bar."
- Our special education team— "They are very helpful at identifying students which need services and always provide teacher assistance for adapting to students' needs."
- "The many, many types of people who make up Imani. Compassion!"
- Availability of resources.
- Student Assistance Program (SAP) team.

Such positive feedback from the very people who call Imani home reaffirms that Imani is succeeding in implementing its mission and vision. Two specific points of pride from the 2007-2008 school year include:

- **Promoting Excellence in Philadelphia Schools (PEPS)** — In 2007-08, Imani joined the School District of Philadelphia's inaugural group of schools implementing the national Teacher Advancement Program (TAP) through the Promoting Excellence in Philadelphia Schools (PEPS) program. Participating in PEPS is providing Imani with an unprecedented opportunity to improve the quality of our teachers in the classroom, which research has shown to be the single most important school-related factor in determining student performance. We have made a four-year commitment to implementing this program, which contains four basic elements:
 - **Multiple Career Paths** — TAP allows teachers to pursue a variety of positions throughout their careers — career, mentor, and master teacher — depending on their interests, abilities, and accomplishments. As they move up the ranks, their qualifications, roles and responsibilities increase — and so does their compensation. This allows teachers to advance without having to leave the

classroom. Imani has two master teachers and three mentor teachers who will provide instructional leadership at the school.

- **Ongoing Applied Professional Growth (OPAG)** — TAP restructures the school schedule to provide time during the regular school day for teachers to meet, learn, plan, mentor, and share with other teachers, so they can constantly improve the quality of their instruction, and, hence, increase their students' academic achievement. Teachers learn new instructional strategies and have greater opportunity to collaborate, leading them to become more effective teachers. OPAG in TAP schools focuses on identified needs based on instructional issues that specific teachers face with specific students. Instead of trying to implement the latest fad in professional development, teachers use data to target these areas of need.
- **Instructionally Focused Accountability** — TAP has developed a comprehensive system for evaluating teachers and rewards them for how well they teach their students. Teachers are held accountable for meeting the TAP Teaching Skills, Knowledge and Responsibility Standards, as well as for the academic growth of their students as determined by value-added calculations.
- **Performance-Based Compensation** — TAP changes the current system by compensating teachers according to their roles and responsibilities, their performance in the classroom, and the performance of their students.

PEPS/TAP provides Imani with an opportunity to collaborate with the School District of Philadelphia and to be on the forefront of a national reform effort that was highlighted in *Time Magazine's* February 25, 2008 cover story, "How to Make Great Teachers."

- **A Mission & Vision Realized** — Among the intent of Act 22 (the Charter School Law) was the aim to encourage the use of different and innovative teaching methods. This intent resulted in many charter schools developing unique themes and missions that made their programs stand apart from the traditional comprehensive public schools (e.g. entrepreneurship, community service, career education, etc.). However, with the demand of No Child Left Behind, many of these schools have abandoned their unique foci in place of test prep. This is not the case with Imani, as we have been able to consistently raise student achievement while simultaneously implementing a truly African-centered educational program. From the Afro-Centric uniforms our students wear to the way each class represents a different African nation, the realization of our vision is evident from the moment you step through our doors. Examples of our African-centered programming in 2007-08 included:
 - **Kwanzaa Celebration** — The school community, parents, and visitors gathered on a Saturday for student performances and a student-facilitated marketplace where food and crafts were sold.
 - **Living Museum** — Students and teachers planned and implemented a museum of historical African American individuals and events focusing on science, literature, politics, the arts, etc. Students were involved in costuming, staging, decorating, and performing as visitors toured the "museum."
 - **African Diaspora** — Students studied the countries of the Diaspora (geography, culture, people, food, politics, etc) in the spring, which culminated in day of decorations, costumes, food, performances, and academic activities.

Opportunities for Improvement:

In the same teacher survey referenced above, Imani asked its teachers to identify three things they would like to see improved in the upcoming years. Our staff took this challenge seriously and identified the following areas: test scores, teacher attendance, the lunch program, extracurricular programming, more parental involvement, more educational trips, implementation of an effective homework policy, timely communication to staff about deadlines and events, teacher experience, staff collaboration, teacher modification of lessons to accommodate all learning styles, lesson planning and record keeping, improved report cards, and greater technological abilities, and consistent implementation of policies (including student behavior policies).

In planning for the upcoming year, Imani’s administration is taking care to address as many as these staff concerns as possible. Some improvement priorities for 2007-2008 include: (1) raising student achievement in math and reading to ensure that we make AYP and prepare students for success in high school and beyond, (2) use data to identify specific grades, students, and teacher in need of additional support and provide support accordingly, (3) invest in curriculum specific professional development and replacement materials to ensure that our teachers possess the tools and knowledge needed to effectively implement some of our curriculum models including Everyday Math and SRA Direct Instruction, and (4) recruit and retain certified and Highly Qualified teachers to ensure compliance with Act 22 and No Child Left Behind.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

Our strategic plan centers around our core values. Our mission and vision statement dictates our purpose for existence. Our goals and objectives are derived from the needs of our students. We have developed a leadership team at Imani School who will work to create, implement and evaluate our strategic plan to accomplish our mission to "Challenge the genius in all of our students in a safe, caring, African Centered Environment. Our plan includes a habit forming protocol that will help us to meet the needs of our students. This plan calls for the leadership team to focus on our purpose, then look at what we need to know and be able to do in order to create the programs so that all students are successful. We will then monitor, align, evaluate and adjust programs and services to be sure we are on the right track. Based on the outcomes of the original baseline data and the benchmarks results, we will identify and support programs and services that work.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Dr. Francine Fulton	Imani	Administrator	Board
Stephanie Johnson	Board	Board Member	Board
Rhonda Anderson	Imani	Business Representative	CEO
Kimyada Benson	Imani	Special Education Representative	CEO
Cheryl Destefano	Imani	Ed Specialist - Instructional Technology	CEO
Kellie Harrison	Imani	Other	CEO
Betty Hines	Secretary	Other	CEO
Lanette Kemp	Dietary	Ed Specialist - Nutrition Service Specialist	CEO
Lela Moragne-Macon	Imani	Administrator	CEO
Crystal Nelson	Imani	Administrator	CEO
Stephanie Stallworth	Imani	Parent	CEO
Leroi Simmons	Community	Community Representative	CEO
Lanette Kemp	Parent	Parent	CEO

Goals, Strategies and Activities

Goal: MATHEMATICS

Description: At least 35% of all students will be proficient in Mathematics, as measured by the annual state-wide PSSA assessments.

Strategy: Effective Instruction

Description: Student achievement depends on high quality teaching. Invest time in monitoring instructional practices and providing for professional development as means of raising student achievement.

Activities:

Activity	Description	
Everyday Math Professional Development	Staff will participate in professional development on Everyday Math curriculum during two-week pre-service staff development.	
Person Responsible	Timeline for Implementation	Resources
Francine Fulton	Start:8/1/2008 Finish: N/A	\$0.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
4	1	24
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
	<ul style="list-style-type: none"> • Individual 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Knowledge of curriculum model and keys to effective implementation.		<i>For classroom teachers, school counselors and education specialists:</i> <ul style="list-style-type: none"> • Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.
Educator Groups Which Will Participate in this Activity		
Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) 	<ul style="list-style-type: none"> • Mathematics

	<ul style="list-style-type: none"> Elementary (grades 2-5) 	
Follow-up Activities	Evaluation Methods	
<ul style="list-style-type: none"> Creating lessons to meet varied student learning styles Lesson modeling with mentoring 	<ul style="list-style-type: none"> Student PSSA data 	

Activity	Description	
PEPS Program	PEPS leadership team (administrator, master teachers, mentor teachers) will use cluster meetings to ensure effective lesson planning and that instruction is directly tied to student math achievement goals. 4 PEPS observations a year will provide teachers with ongoing feedback as to quality of their instruction as well as offer strategies for improvement. PEPS leadership team will model effective instruction during math lessons.	
Person Responsible	Timeline for Implementation	Resources
Francine Fulton	Ongoing	\$0.00

Strategy: Ongoing Monitoring of Student Progress

Description: Imani will frequently assess students on math benchmarks throughout the year to ensure progress, identify students in need of intervention/support, and provide targeted instruction to meet student needs.

Activities:

Activity	Description	
4Sight Benchmarking	Imani will administer 4Sight math benchmarking assessment every six weeks and provide data to teachers within 48 hours	
Person Responsible	Timeline for Implementation	Resources
Francine Fulton	Ongoing	\$0.00

Strategy: Test Preparation

Description: Provide explicit test prep to all students to increase familiarity with PSSA and provide opportunity to master content

Activities:

Activity	Description	
Measuring Up	Every Wednesday from October to April, classroom teachers will use the math period to cover a topic from the Measuring Up (People's Publishing Group) paper-based test prep program. Students will complete workbook activities also.	
Person Responsible	Timeline for Implementation	Resources

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Francine Fulton	Ongoing	\$0.00
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Activity	Description	
Saturday School	Students identified at-risk for failure on the PSSA (as measured by benchmark assessments) will participate in a 6-week Saturday School program prior to the PSSA. Program focuses on remedial math instruction and test taking strategies.	
Person Responsible	Timeline for Implementation	Resources
Francine Fulton	Ongoing	\$0.00

Activity	Description	
Study Island	Students will use Web-based PSSA test prep program to prepare for math PSSA. Provides self-paced and highly individualized instruction/practice for students with program aligned to the PA assessment anchors. Teachers can review Study Island data reports to tailor instruction.	
Person Responsible	Timeline for Implementation	Resources
Francine Fulton	Ongoing	\$0.00

Goal: READING

Description: At least 40% of all students will be proficient in Reading, as measured by the annual state-wide PSSA assessments.

Strategy: Effective Instruction

Description: Student achievement depends on high quality teaching. Invest time in monitoring instructional practices and providing for professional development as means of raising student achievement.

Activities:

Activity	Description	
PEPS Program	PEPS leadership team (administrator, master teachers, mentor teachers) will use cluster meetings to ensure effective lesson planning and that instruction is directly tied to student reading achievement goals. 4 PEPS observations a year will provide teachers with ongoing feedback as to quality of their instruction as well as offer strategies for improvement. PEPS leadership team will model effective instruction during reading lessons.	
Person Responsible	Timeline for Implementation	Resources
Francine Fulton	Ongoing	\$0.00

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Activity	Description	
SRA Direct Instruction Professional Development	Staff will participate in SRA Direct Instruction professional development during the two-week pre-service.	
Person Responsible	Timeline for Implementation	Resources
Francine Fulton	Start:8/1/2008 Finish: N/A	\$0.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
4	1	24
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
	<ul style="list-style-type: none"> Individual 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Understanding of curriculum model and strategies for effective implementation.		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.
Educator Groups Which Will Participate in this Activity		
Role	Grade Level	Subject Area
<ul style="list-style-type: none"> Classroom teachers 	<ul style="list-style-type: none"> Early childhood (preK-grade 3) Middle (grades 6-8) Elementary (grades 2-5) 	<ul style="list-style-type: none"> Reading, Writing, Speaking & Listening
Follow-up Activities	Evaluation Methods	
<ul style="list-style-type: none"> Creating lessons to meet varied student learning styles Lesson modeling with mentoring 	<ul style="list-style-type: none"> Student PSSA data 	

Strategy: Ongoing Monitoring of Student Progress

Description: Imani will frequently assess students on math benchmarks throughout the year to ensure progress, identify students in need of intervention/support, and provide targeted instruction to meet student needs.

Activities:

Activity	Description	
4Sight Benchmarking	Imani will administer 4Sight reading benchmarking assessment every six weeks and provide data to teachers within 48 hours	
Person Responsible	Timeline for Implementation	Resources
Francine Fulton	Ongoing	\$0.00

Strategy: Test Prep

Description: Provide explicit test prep to all students to increase familiarity with PSSA and provide opportunity to master reading content

Activities:

Activity	Description	
Measuring Up	Every Wednesday from October to April, classroom teachers will use the reading period to cover a topic from the Measuring Up (People's Publishing Group) paper-based test prep program. Students will complete workbook activities also.	
Person Responsible	Timeline for Implementation	Resources
Francine Fulton	Ongoing	\$0.00

Activity	Description	
Saturday School	Students identified at-risk for failure on the PSSA (as measured by benchmark assessments) will participate in a 6-week Saturday School program prior to the PSSA. Program focuses on remedial reading instruction and test taking strategies.	
Person Responsible	Timeline for Implementation	Resources
Francine Fulton	Ongoing	\$0.00

Activity	Description	
Study Island	Students will use Web-based PSSA test prep program to prepare for reading PSSA. Provides self-paced and highly individualized instruction/practice for students with program aligned to the PA assessment anchors. Teachers can review Study Island data reports to tailor instruction.	
Person Responsible	Timeline for Implementation	Resources
Francine	Ongoing	\$0.00

Fulton		
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Statement of Quality Assurance

Charter school has met AYP.

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

Curriculum:

Imani uses the School District of Philadelphia’s Core Curriculum for Literacy, Mathematics, Science in grades K-8 and for Social Studies in grades K-3. Imani was drawn to this curriculum because it is aligned with the Pennsylvania Academic Standards and because it was designed to provide teachers with clarity as to what constitutes teaching at the proficient level. Embedded in the curriculum — which is divided into content-specific, grade-level documents — is an identification of what proficient teaching “looks like” in daily practice and what student outcomes “look like” at proficient levels of performance. The curriculum is designed to provide both rigorous content and a rigorous manner in which the content is to be delivered.

The Core Curriculum contains three components: (1) A Year at a Glance — provides a snapshot of the content to be covered during the year, (2) Planning and Scheduling Timeline — provides teachers with what they are to teach and connects the concepts and skills to the PA Content Performance Descriptions and Pa Academic Standards, and (3) Core Curriculum — describes standards-driven, instructional best-practices written to include the rich cultural heritage and diverse learning styles of Philadelphia students.

Imani uses the School District of Philadelphia’s Core Curriculum to ensure consistency in content and instruction in each grade level’s classrooms as well as coordination between the content and instruction across grade levels. It was also selected, because the Planning and Scheduling Timelines provide links to PSSA and TerraNova preparation materials related to each concept. Copies of the Core Curriculum and the documentation that the curriculum meets the Chapter 4 Content Standards can be found both in the Imani administrative office and on the School District of Philadelphia’s website.

From using SRA-Direct Instruction to teach early literacy to using the problem-based, hands-on Everyday Math program, Imani uses a variety of resources and teaching styles to reach out to all students. Additional elements of the Imani curriculum include:

- Specially Designed Social Studies Curriculum** — Imani uses a specially designed social studies curriculum for students in grades 4-8, which was developed by a retired educator Patricia Whitlock. The curriculum was designed around the Pennsylvania Chapter 4 content standards, but with added emphasis on the role that Africans have played in world history and social sciences. The focus of each grade level is as follows: 4th Grade — Pennsylvania history, 5th Grade — Let Freedom Ring (early American history), 6th Grade — Western Hemisphere, 7th Grade — Eastern Hemisphere, and 8th Grade — Our Nation (American history survey). The curriculum covers the same content as the SDP Core Curriculum, but provides additional lessons that promote the African-centered mission of Imani. For example, the 4th Grade curriculum includes a unit on the

role Pennsylvania played in the Industrial Revolution. Added to lessons on the timeline of the Industrial Revolution and how changes in agriculture, transportation, and technology influenced Pennsylvania's expansion and economic growth, are lessons on African Americans in Pennsylvania for 1639 to present and famous Philadelphia African Americans.

- **Rites of Passage** — Many of Imani's specialty classes incorporate the school's African-centered vision. In Visual Arts, students study artwork from Africa, make African masks, etc. In Performing Arts, students learn African costuming, storytelling, drumming, and (in 2008-09) stilt-walking. But, perhaps the specialty course that is most closely aligned to the school's mission is the Rites of Passage course, which students in all grades take as part of the 5-day rotating specials schedule. The Rites of Passage course is designed to help students realize who they are, where they come from, and where they are going. The course uses the Self-Esteem Through Culture Leads to Academic Excellence (SETCLAE) curriculum published by African American Images Publications. SETCLAE is a model curriculum that provides a mechanism through which educators can teach their children the positive aspects of their cultural heritage and simultaneously increase their self-esteem and their desire to excel. The ultimate aim of SETCLAE is to systematically build the self-esteem of all children (and even adults), using the positive elements of African and African American culture. Lessons are constructed to tackle self-esteem issues that many African American youths face in today's media-driven culture. Designed to help combat the internal and external forces affecting African American youths, this series is divided into 32 lessons and covers such topics as goal setting, careers, family trees, African history, culture, Ebonics, rap, values, manhood, womanhood, and academic development.

Strategies for Under-Performing Students

Ongoing assessment of students is essential to the Imani way. Every six weeks, we administer benchmark assessments to students using EduSoft Benchmark Assessments. Children identified at-risk (i.e. those students who score below basic on two or more Benchmark tests) are offered intervention such as tutoring, Saturday School, and additional computer-based practice via Study Island.

Teaching Methods

Imani was founded on constructivist teaching and learning methods, in which students are engaged in learning through activities that are primarily hands-on and organized into small collaborative groups. Through constructivist methods, students learn how to ask questions that lead to higher order thinking skills, such as reflection, analysis, synthesis and evaluation.

While constructivist methodologies remain the foundation of Imani, the school has embraced additional teaching methods in response to student needs. For example, to build a solid literacy foundation, Imani adopted the SRA Direct Instruction reading program for students in grades K-2, which applies purposeful instructional planning to give students extensive support as they practice and apply newly learned concepts and skills in a more teacher-directed environment.

In general, however, Imani's teachers are encouraged to create multicultural, multisensory, multimodal, and multidimensional learning environments in their classrooms — to differentiate instruction in order to effectively teach a class of diverse learners. In any given day at Imani, you will see whole group instruction, small group instruction, hands-on exercises, basal learning, experiential instruction, direct instruction, peer tutoring, just to name a few.

Additionally, staff are encouraged to use the classroom beyond Imani's walls to engage students in learning via educational field trips. Pre-discussion and/or class work prior to the trip and follow-up material and/or discussion upon return, ensures that each field trip has a learning activity aligned with the school's curriculum. In 2007-2008, Imani's students visited the Woodmere Art Museum, Philadelphia Art Museum, Philadelphia Zoo, Franklin Institute Science Museum, Storybook Land, Philadelphia Waterworks, Free Library of Philadelphia, Awbury Arboretum, Johnson House, and walking tours of Historic Philadelphia.

Professional Development

Ongoing staff development is a hallmark of the Imani Way and is built into the weekly schedule and year-long calendar. The year's staff development begins with a two-week program in the summer, consisting of training on the mission and vision of the school, effective utilization of the core curriculum, and training for the reading, history, and other elements of the curriculum.

Throughout the year, the school is closed to students once a month to allow for staff development, and weekly staff meetings each Wednesday provide an additional forum for training and full-school planning.

But, it is the implementation of the PEPS program at Imani that will truly institutionalize professional development at the school. Starting in January, 2008, Imani began holding cluster group meetings on Thursdays. In the PEPS/TAP program a cluster group is the basic unit for teacher professional growth. The focus of the work done in the cluster group is on instructional improvement for increasing student achievement. The new learning in cluster groups focuses intently on student needs and is aligned with the *STEPS for Effective Learning*: (1) identify student learning needs, (2) obtain new teacher learning aligned to student need and formatted for the classroom, (3) develop the new learning with support in the classroom, (4) apply the new learning to the classroom, and (5) evaluate the impact on student performance. While the cluster groups in winter and spring 2008 focused the PEPS/TAP model itself, in 2008-09 and moving forward cluster groups will specific instructional plans aligned with the school's goals.

A copy of Imani's professional development plan (spanning 2005-2008) and the approval letter for this plan is attached as Appendix A. The leadership team is developing its next three-year plan this summer, which will incorporate the PEPS/TAP model. The plan will be submitted to PDE in time to be reviewed prior to the start of the 2008-09 school year.

Additionally, a copy of the school's induction plan approval letter is attached to this document as Appendix B. This plan is valid through August 2012.

Rigorous Instructional Program - Attachments

- Appendix A -- Professional Development Plan & Approval Letter
- Appendix B -- Induction Plan Approval Letter

English Language Learners

Imani did not serve any English Language Learner (ELL) students in 2007-2008. However, the school has an ELL policy and stays abreast of requirements related to ELL students to ensure that upon enrolling an ELL student the school would immediately be prepared to implement services in compliance with 22 Pa. Code § 4.26. Our ELL policy follows below:

Program Overview

To implement an ESL or bilingual education program, the Imani Education Circle Charter School has developed clearly delineated procedures for enrolling students with limited English proficiency. The written procedures provide guidance to school personnel and families regarding the program and services students will be provided. They include a statement of program goals, school enrollment procedures, definition of limited English proficiency, assessment procedures and policies, program entry and exit procedures, grading policies, listing of resources including agencies and interpreters. Imani's procedures are disseminated and staff is acquainted with the contents through annual trainings. Forms have been developed and are used consistently across the charter school and are included within the written program procedures.

The policy ensures all students have access to and are encouraged to participate in all aspects of the academic and extracurricular opportunities available in the Charter School. Similarly, all information disseminated to the students and their parents is provided in a language or mode preferred by the parents.

Enrollment

At Imani, English Language Learners are enrolled in the same manner as other charter school students. Imani does not deny students access to school for any period of time or subjecting them to scrutiny that is not part of the normal enrollment process. Imani also does not require students to provide social security numbers or immigration status information as a condition for enrollment and may not be denied enrollment as a result.

Student Identification and Assessment

Imani administers a home language survey (HLS) to all students as required by the Office for Civil Rights (OCR). The results of that survey are retained in the student's permanent folder. For those students whose primary language is other than English (PHLOTE), the charter school determines the student's English language proficiency. Then, ESL instruction if necessary is provided at the appropriate level for the limited English proficient student. After it is determined that the student is in need of ESL instruction or bilingual education, the student's English language and native language proficiency are determined for appropriate instructional placement. Students are also assessed for achievement and for program exit.

Due to the nature of language testing and the availability of tests in the many languages of the students, multiple measures are used for determining placement and progress. Measures are formal or informal and include curriculum-based assessments, teacher observations, portfolios and standardized tests among others. Multiple criteria are established and consideration must be given to listening, speaking, reading and writing skills as well as academic progress. Assessment processes reflect the academic standards and instruction.

Imani has developed a policy regarding participation in large-scale assessments or other standardized tests not specifically developed for English language learners. The Charter School requires participation in the PSSA for all students with limited English proficiency unless they are eligible for a one-time exemption.

Program Development and Design

Imani has developed a program model that considers the needs of and numbers of students with limited English proficiency who are or may be enrolled in the school. All programs include ESL classes and must be based on sound educational and second language acquisition theory. Students are placed in all English classrooms with the benefit of ESL instruction and modification of classroom content. These students have meaningful access to the academic content classes in order for them to achieve the academic standards.

Sometimes, students with limited English proficiency (especially refugees) may also have limited formal schooling (LFS). Their schooling may have been interrupted for many reasons, e.g. civil war in their country of origin or residence in refugee camps for extended periods of time. These students generally tend to be older and may present challenges and require additional consideration. Their educational programs require careful attention to socialization skills, unfamiliarity with a school culture and other developmental needs. Although age appropriate placement will require many accommodations, it is generally best for them to be scheduled with their peer group as often as possible.

During the initial periods of language acquisition and development, the Imani grades English language learners on a pass/fail basis and provide a parallel version of the standard report card for English language learners during the initial stages of language learning and the information provided therein should be in the language understood/read by the parents

Imani evaluates the program model annually to ascertain that it is meeting its goals for the students. The annual evaluation includes a review of the following data: report card grades and indicators of academic achievement, attendance, rate of participation in extracurricular activities, graduation rate and discipline rate.

Curriculum and Instruction

Planned instruction in ESL includes listening, speaking, reading and writing at different levels of proficiency (beginning, intermediate and advanced). Standards must be addressed and objectives must be developed for ESL classes at all levels. Therefore, ESL replaces language arts/English instruction. At the secondary level, ESL replaces English classes required for graduation.

The amount and type of standards-based ESL instruction provided to students will depend upon their level of language development and proficiency as determined by an appropriate English language proficiency instrument. Imani provides the following recommended amounts of daily instructional time: for non-English speaking student — 2 to 3 hours; beginner — 2 hours; intermediate — 1 to 1 ½ hours; advanced — 1 hour. Students who have exited the program are carefully monitored for progress and if necessary are provided with additional support.

In order to achieve academic standards, students are scheduled in content area classes with the understanding that they may not be able to comprehend all the instruction. Content area instruction are aligned with the corresponding standards and adapted to meet the needs of the students.

Determining when a student is ready to proceed from one proficiency level to another or from an ESL class/program or a transitional bilingual education program is done by the use of multiple measures that provide information on the students' listening, speaking, reading and writing proficiency. The student's progress is monitored for at least one year after the student has exited from the program.

English language learners are expected to meet the requirements for 8th grade graduation. Some students arrive without the necessary documentation of studies in other countries and Imani has the discretion to determine how the students will meet the requirements. As with placement, curriculum- based assessments may be used to determine student proficiency and mastery of the standards and content.

Communication with Parents

Federal regulations require the charter school to provide information about assessment, academic achievement and related issues to parents in their native language or in their preferred mode of communication. This means that it is the Charter School has the responsibility to provide for translation and interpretation services.

Imani makes every effort to provide an orientation to parents as well as to the students. The orientation includes basic school information, a description of the ESL or bilingual education program, what content classes the student will attend, what special programs are available, homework and attendance policies and district-wide assessment practices and procedures. Expectations for participation and behavior should be clear to all involved.

Staffing and Professional Development

Imani ensures that teachers hold an Instructional I or II certificate and have appropriate training to teach ESL classes. Collaboration between the classroom teacher and the ESL teacher is a key component of the program. Content area teachers are also provided with appropriate training in modifying instruction for English language learners.

The Charter School ensures that teachers in bilingual classes have sufficient proficiency to teach content area classes in the target language and have knowledge of the instructional strategies appropriate to a bilingual education program.

The Charter School incorporates ESL training in its Act 48 Professional Development Plan. The topics included but are not limited to: cultural information, second language acquisition, adapting/modifying classroom instruction, and appropriate assessment practices.

Migrant Education

Imani ensures that students identified as migrant and who are English language learners are provided ESL instruction, as would any other student who would be eligible for ESL.

Special Education & ELL Students

Students who are English language learners may be eligible for special education services once it has been determined that the disability exists and this disability is not solely due to lack of instruction or proficiency in the English language. Then, the established procedures and timelines for determining the disability and developing the IEP must be followed. All English language learners eligible for special education services at Imani will continue receiving ESL instruction at the appropriate proficiency and developmental level.

Communication with the parents of English language learners being considered for special education placement, who may be English language learners themselves, must be clear and presented in a mode and language they understand. The Charter School has the responsibility to ensure that parents are aware of all the options available to them.

Reporting

The Charter School will submit an annual data collection report form (PDE 3044 or equivalent report as requested by PDE) indicating the number of students with limited English proficiency served and their native language background. The superintendent must sign the form. A narrative description of the program provided to English language learners must also be submitted.

- Note on 2007-2008 Reporting: In 2007-2008, school-level ELL data was reported to PDE via the Pennsylvania Information Management System (PIMS). As required, Imani submitted the LEA-level ELL data via the ePDE WebPortal using the LEP-LEA template. A copy of the Accuracy Certification System signature sheet from the LEP system signed by Imani's CEO is attached to this report as Appendix C.

English Language Learners - Attachment

- Appendix C -- LEP System Accuracy Certification

Graduation Requirements

8th Grade Graduation

Imani is a K - 8 school and, therefore, does not have graduation requirements per Chapter 4. However, Imani does have expectations that its graduating 8th grade students will be well-prepared to face the diverse and changing world beyond Imani. Imani's graduating 8th grade students will be:

- Knowledgeable individuals who read with comprehension, write with skill, and communicate effectively. They will know and apply the basic principles of mathematics, science, social studies, health and fitness, and fine arts.
- Quality producers who successfully apply academic, intellectual, artistic, and practical learning to create quality products and performances.
- Effective communicators who apply their communication skills and process effectively in a variety of ways and settings.
- Competent thinkers who are able to think analytically and creatively, solve problems, and make decisions.
- Effective collaborators who can work successfully with diverse individuals and groups.
- Responsible citizens who are informed and apply knowledge to improve the quality of their lives and communities.
- Life-long learners who are self-directed and apply learning confidently and successfully to new and different situations and tasks in preparation for a changing world and workplace.

These expectations will be achieved through a variety of experiences, both required and elective, prior to the student becoming eligible for graduation.

One of the unique elements of Imani's 8th grade graduation requirements is the requirement that all students complete 50 hours of community service. In 2007-2008, students worked with organizations including the Germantown YMCA (collecting food for the needy), Free Library of Philadelphia, local branches of the Boys & Girls Club, Germantown Recycling Center, Maplewood Nursing Home and other nursing homes, Philadundance, recreation centers, churches, and hospitals. Students also participated in tutoring, assisting elderly in the community, assisting single mothers with babysitting and running errands, block clean-ups, etc. This graduation requirement is aligned with Imani's foundation on the principles of MA'AT which teaches children that they do not exist for self only but for the whole and as such they are responsible to family, community, and people around the world.

Promotion

To ensure that students are progressing toward 8th grade graduation, Imani's Wazuri (i.e. Board of Trustees) has adopted a policy for progress and promotion whereby students are expected to make progress at every grade level and meet specific performance standards by the end of elementary and middle school as a condition of promotion to the next level of schooling. The

standards are based on broad measures of student learning and other indicators found to be important to student success.

Progress is tracked on a regular basis and communicated regularly to parents through report cards and other informal means. Imani regularly monitors progress of all students and identifies appropriate interventions. Students not meeting standards, especially those at risk of not being promoted, will be identified early in the school year and academic support will be provided.

Special Education

Imani provides a first class special education program for students with special needs. In 2007-2008, Imani served 48 special education students, representing 10.6% of our student population.

Imani employs three special education teachers who use two main models for educating students with special needs: resource room and learning support. Students are placed in the Least Restrictive Environment based on their Individualized Education Program (IEP).

Imani's special education policies were designed and are implemented in accordance with all relevant federal and state statutes and regulations including: the Individuals with Disabilities Education Act (IDEA 2004 — PL 108-446), No Child Left Behind, Section 504 of the Rehabilitation Act of 1973 (504), the Americans with Disabilities Act (ADA), the Family Education Rights and Privacy Act (FERPA), Chapters 14 and 15 of the Pennsylvania State Board of Education.

The following six concepts serve as the foundation for Imani's special education policies:

1. **Zero Reject:** As an LEA, Imani will provide all students an equal education opportunity, and will not deny any students an education on the basis of a disability.
2. **Individualized Education Program (IEP):** In accordance with IDEA, all Imani students identified as having a disability and in need of special education services will be provided a written IEP. The IEP will include current educational level, annual goals, specific educational objectives, special education and related services to be provided, dates for initiation of service, anticipated duration of service, and evaluation criteria.
3. **Free Appropriate Public Education (FAPE):** All eligible Imani students will be provided appropriate special education (determined on a case-by-case basis) and related services at the expense of the charter school in conformity with each student's IEP.
4. **Least Restrictive Environment (LRE):** Imani will ensure that students with disabilities are educated to the maximum extent appropriate with their non-disabled peers. The educational philosophy of Imani is to bring all students into one community of learners, and our preference is to educate students, whenever appropriate, with the appropriate supplementary aids and services necessary for them to participate in the regular classroom experience with their peers.

5. **Due Process and Parental Involvement:** Imani understands that parents must be notified of the intent to evaluate their child for services, and their consent to an initial evaluation before the process begins. Parents will also be involved in the IEP process and will be required to provide consent to the initial placement and provision of services.

6. **Non-Discriminatory Evaluation:** Imani will use a variety of assessment tools and strategies, including information provided by the parents, to gather relevant functional, developmental, and academic information about each special education student. These assessments will not be discriminatory on a racial or cultural basis, and all tests and evaluation materials will be:
 - Provided and administered in the child's native language or other mode of communication.
 - Validated for the specific purpose for which they are used.
 - Administered by trained personnel.
 - Tailored to assess specific areas of educational need and not merely those designed to provide a single general intelligence quotient.
 - Reflective of the child's aptitude or achievement and not reflective of the child's impaired sensory, manual, or speaking skills.

Imani also employs a Comprehensive Student Assistance Program (CSAP) as an early intervening service to help identify academic and behavioral barriers to learning, apply interventions, and monitor student progress. If a student does not progress significantly within a reasonable length of time, then Imani proceeds with the formal special education evaluation process.

Attached please find Imani's comprehensive special education policies as Appendix D, as well as the school's CSAP policy as Appendix E. As you review these policies, please note that many of these policies were updated in 2007-2008 in response to the special education compliance monitoring of Imani's special education program which was conducted by the Pennsylvania Department of Education on May 17, 2008. As of June 13, 2008 the areas of noncompliance cited at this audit had been corrected by the school, and our program deemed to be fully in compliance by PDE. A copy of this letter from PDE is attached to this report as Appendix F.

Special Education - Attachments

- Appendix D -- Special Education Policies
- Appendix E -- CSAP Process
- Appendix F -- SPED Audit Approval
- Appendix AA -- Penn Data Mid-Year
- Appendix BB -- Penn Data Year-End

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Grace Gaines	1.00	Learning Support	Imani Education Circle Charter School	5	The students in the self contained learning support class are taught all academic

					subjects by Grace Gaines and her assistant. However, students receive specialty classes (art, gym, etc.) in a regular education setting with their age appropriate peers.
Kimyada D. Benson	.45	Resource Room	Imani Education Circle Charter School	14	The resource room teacher provides in-class support as well as pull-out to support the special education students and regular education teachers.
Aisha Waller	.45	Resource Room	Imani Education Circle Charter School	14	The resource room teacher provides in-class support as well as pull-out to support the special education students and regular education teachers.

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
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Special Education Program Profile - Chart III

Title	Location	FTE
Kimyada Benson	Special Ed. Coordinator	.55
Aisha Waller	Special Ed. Coordinator	.55

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Dr. Daniel Lee/Barbara Stills	School Psychologist	15 hrs.
Eileen Katz	Occupational Therapist	10 hrs.
Christine Creighton/Filomena Pilla	Speech Therapists	20 hrs.

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
PSSA	No	No	No	Yes	Yes	Yes
TerraNova	No	Yes	Yes	No	No	No
EduSoft Benchmark Assessments	No	Yes	Yes	Yes	Yes	Yes

Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
PSSA	Yes	Yes	Yes	No	No	No	No
EduSoft Benchmark Assessments	Yes	Yes	Yes	No	No	No	No

Student Assessment

a) **Using the most recent PSSA/PASA data, any locally developed tests and other data that reflects improved academic performance, describe how the evidence indicates significant improvement or continued strong student performance. Include in the discussion:**

- **How these results influence development of new or revised annual measurable goals and targets.**
- **If locally developed tests are used, discuss how they are used and what impact they have on the curriculum, student improvement, and decision making.**
- **Please describe features of the student achievement plan and note the usage of teacher observations, surveys, portfolios or other local instruments to measure student progress.**

PSSA & AYP

On October 29, 2007, Imani Education Charter School received the Keystone Achievement Award from the Pennsylvania Department of Education in recognition of the outstanding academic achievements Imani’s students had made over the past two school years (i.e. school made AYP for two consecutive years). This was Imani’s third Keystone Achievement Award, indicating that Imani has made AYP for four consecutive years from 2003-2004 through 2006-2007. While our 2006-2007 PSSA scores remained below the state thresholds for math (Imani’s percentage of proficiency was 35.9% overall compared to the 45% state target) and reading (Imani’s percentage of proficiency was 45.2% overall compared to the state 54% state target), Imani had been successful in decreasing the percentage of students performing below proficiency in math and reading, and thus made AYP through safe harbor.

In 2007-2008, Imani administered the reading and mathematics PSSA to all students in grades 3-8. The preliminary AYP file for 2007-2008, classified Imani as a school in “warning” status. A copy of this AYP file is attached to this report as Appendix G. Imani was successful in meeting 11 out of 13 AYP targets and continued the trend of gradually raising math achievement among all students, black students, and economically disadvantaged students. However, the school witnessed a slight decline in its reading achievement, and the school failed to meet two reading AYP targets — reading for all students and reading for black students. Imani has appealed this decision on the basis of an unforeseen circumstance in the fifth grade class (a copy of this appeal is attached as Appendix H). While we remain optimistic about our chance of making AYP through the appeal process, Imani understands that improving student performance in reading and mathematics must be a continued focus of the school.

TerraNova

In 2007-2008, Imani administered the TerraNova examinations in grades 1-2. A copy of these assessment results are attached to this report as Appendix I. A five-year analysis of the test scores indicate an overall gain in both reading and mathematics, but again indicate that mathematics achievement is an area requiring immediate focus.

Chart 1: Five Year Comparison of Reading Achievement by Grade

(The percentages below represent students performing at or above proficient)

GRADE	2004	2005	2006	2007	2008
1	29	49 (+20)	68 (+19)	61 (-7)	74 (+13)
2	23	16 (-7)	30 (+14)	44 (+14)	47 (+3)

Imani Education Circle Charter School's reading performance on the TerraNova Examination indicates an upward trend of students performing at or above proficient. This is true of every year except 2007 for the first grade and 2005 for the second grade. There has been a 5 year gain of 45 percentage points at grade level one. There has been a five year gain of 24 percentage points at grade level two.

Chart 2: Five Year Comparison of Mathematics Achievement for Grade Two

(The percentages below represent students performing at or above proficient)

GRADE	2004	2005	2006	2007	2008
2	27	50 (+23)	15 (-35)	73 (+58)	30 (-43)

Imani Education Circle Charter School's mathematics performance on the TerraNova Assessment reveals a slight growth in students performing at or above proficient over the course of the last five years. There has been a five year gain of three percentage points at grade level two.

Other Local Assessments

In addition to the PSSA (and PASA when required) and the TerraNova, Imani uses benchmark testing internally as a form of measuring student progress and determining student test readiness. In 2007-2008, Imani used EduSoft Benchmark Tests, a product of Riverside Publishing companies, to assess students in October 2007, December 2007, January 2008, February 2008, and May 2008. In 2008-2009, Imani will switch to 4Sight to provide benchmark assessments. 4Sight is used by 75% of the school districts in Pennsylvania and closely mirrors

the PSSA in style, content, and rigor. Our students will be assessed six times a year, and data will be instantly gathered and compiled using a scanner, with teachers receiving data within 48 hours of testing.

Additionally, we are constantly reviewing classroom level assessment data, teacher interviews and observations, and student projects to determine how to better improve student achievement.

Data-Driven Decision Making

As mentioned previously, Imani performs benchmark assessments every six weeks as a form of determining student achievement levels and PSSA readiness. In 2007-2008, Imani again used the Edusoft Benchmark Tests a product of Riverside Publishing Company. Teachers use this data to check mastery and to determine Pennsylvania Standards areas that require additional instruction, emphasis and practice. We use this Benchmark data to identify at-risk children; children who score below basic on two or more Benchmark tests. These students are offered intervention such as tutoring, Saturday School, and additional Study Island help. In 2008-2009 we will switch to the 4Sight benchmark assessment. The students will test six times during the school year. The data will be instantly gathered and compiled by use of a scanner, allowing us to provide detailed data to teachers within 48 hours of testing. Teachers will use this data to check mastery and to determine Pennsylvania Standards areas that require additional instruction, emphasis and practice as well as to identify students requiring additional academic supports.

Data-driven decision making will be more fully implemented in 2008-09 as Imani moves into its second year of the PEPS program. The PEPS leadership team and the school's Data Specialist will be able to use the data from the benchmark assessments and other assessments to identify specific topics to be covered during weekly cluster meetings and monthly staff development and to determine in which areas individual teachers require peer mentoring.

b) Describe the strategies and interventions that are in place to ensure that students who are at-risk of failure, or those not making reasonable progress, are being addressed. What opportunities are they afforded in order to help them succeed? Provide clear evidence that demonstrates how those strategies are proving to be effective in terms of improved academic performance.

Test Preparation is taken very seriously at Imani Education Circle Charter School. We prepare our students for the PSSA using a variety of methods. We begin weekly test preparation sessions during the month of October. People's Publishing Measuring- Up Series is used for Math, Reading and Writing Preparation. Every Wednesday, teachers use their RELA and Mathematics time to cover a related skill in the Measuring Up materials.

Study Island is a computer-based test preparation program. Students practice skills on the computer which measure and analyzes the student's progress. This allows teachers and administrators to monitor student progress toward proficiency.

Benchmark data from Edusoft is used to identify at-risk children; children who score below basic on two or more Benchmark tests. These students are offered intervention such as tutoring, Saturday School, and additional Study Island help. The six-week Saturday School for at-risk students was implemented two years ago, and we believe this multi-leveled academic preparation approach has been instrumental in our continued success in raising student achievement.

Student Assessment - Attachments

- Appendix G -- 2007-08 AYP File
- Appendix H -- AYP Appeal 2008
- Appendix I -- Imani Terra Nova Spring 2008

Teacher Evaluation

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

In joining the PEPS/TAP program, Imani's teacher evaluation plan changed in 2007-08. Teachers are now evaluated using the TAP's rubric, which focuses on the TAP Skills, Knowledge, and Responsibility Teaching Standards including Designing and Planning Instruction Standards (instructional plans, student work, assessment), the Learning Environment Standards (expectations, managing student behavior, environment, respectful culture), and Instruction Standards (standards and objectives, motivating students, presenting content, lesson structure and pacing, activities and materials, questioning, academic feedback, grouping students, teacher content knowledge, teacher knowledge of students, thinking, and problem solving). A full copy of the evaluation rubric is attached to this report as Appendix Z.

Since Imani began implementing TAP mid-year, each teacher received one formal and one informal evaluation in 2007-2008. However, beginning 2008-09, teachers will receive four formal evaluations each year along with several informal observations. The formal evaluation (including a pre-conference and post-conference and a teacher self-assessment) uses the entire TAP Evaluation Rubric. Informal evaluations, do not need to be pre-announced and can focus on a specific element(s) of the TAP Evaluation Rubric.

b) List entities/individuals who are responsible for teacher and staff evaluation AND indicate whether those individuals have administrative certificates.

Under PEPS/TAP the PEPS administrator (CAO Crystal Nelson), the two master teachers, and three mentor teachers will be responsible for staff evaluation. It is not required under PEPS for the evaluators to hold administrative certificates as the idea behind PEPS is to have your teaching peers evaluating you. Presently, none of the PEPS evaluators at Imani hold administrative certificates.

However, if any teachers are interested in moving from Instructional I to Instructional II certificates, the school's CEO/Principal Dr. Francine Fulton will conduct the required evaluations using the PDE required forms. Dr. Fulton holds a Pennsylvania Elementary Principal Administrative I certificate.

c) Describe professional development for the evaluators, particularly in the areas of special education and instructional techniques that are unique to the mission of the charter school and support student success.

All PEPS/TAP evaluators have undergone extensive training in 2007-2008, provided by the School District of Philadelphia and the National Institute for Excellence in Teaching. In order to become a Certified TAP Evaluator, our PEPS administrator, master teachers, and mentor teachers were required to participate in a year-long training (including week-long training before and after the school year), complete an allotted number of classroom observation, and pass the TAP Certified Evaluator Performance Test.

Imani's administrators also participate in PDE and PA Training and Technical Assistance Network (PaTTAN) trainings, especially in the area of special education.

Teacher Evaluation - Attachment

- Appendix Z -- TAP Teacher Evaluation Forms

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

The school's Board of Trustees — referred to as “Wazuri” at Imani, meaning “Council of Elders” — remained constant during the 2007-08 school year. In preparation for the 2008-2009 school year, the several changes occurred at the June 2008 Annual Meeting of the Wazuri. After nine years of dedicated service to Imani, Board President Reginald Macon resigned from his position to allow for new leadership and to accommodate his new employment schedule. Ms. Stephanie Johnson was nominated and elected as President. And three new members were elected as members of the Wazuri:

- **Gail Hawkins-Bush** — Ms. Hawkins-Bush is a pioneer in the Pennsylvania charter school movement and a life-long advocate for public school reform. She presently serves as Chief Executive Officer of Hope Charter High School in the West Oak Lane and was formerly the founder and Chief Executive Officer of the Alliance for Progress Charter School, an elementary school also in Philadelphia. As a seasoned charter school administrator, Ms. Hawkins-Bush brings to Imani expertise in charter school operations, including program development and implementation, student assessment, curriculum development, professional development and staff evaluation, human resources, budgeting and fiscal management, charter school reporting, special education compliance, governance and management, etc. Ms. Hawkins-Bush is also a recognized expert in the field of educational collaborations, which will be an asset to Imani as it continues to build community partnerships that will enrich its students educational experience. Among many board memberships, she is a Board Member of the Philadelphia Chapter of the Black Alliance for Educational Options.
- **Margaret Briggs-Kenney, Ed.D.** — Dr. Briggs-Kenney is a life-long educator and a trailblazer for school choice and high quality urban public schools in Pennsylvania. After serving for nearly two decades as a public school teacher, largely with students with special needs, and another seven years as an elementary school principal in the School District of Philadelphia, Dr. Briggs-Kenney joined the charter school movement as the Chief Administrative Officer/principal and later Chief Executive Officer of the West Oak Lane Charter School. She has served as the Executive Director of the Neighborhood Schools Network, a network of six public schools managed by an Education Management Organization (Foundations, Inc.) as part of the School District of Philadelphia's historic school reform initiatives in 2002. Presently, she serves as the Special Education Coordinator for New Media Technology Charter School, of which she has also previously served as Chief Academic Officer. Dr. Briggs-Kenney brings to the Wazuri a wealth of expertise in charter school operations, specifically in the areas of accountability for student achievement, special education, school leadership and professional development, community development, and financial management. She has a Pennsylvania Superintendent Letter of Eligibility, administrative certification in elementary education, supervisory certification in special education, and instructional certification in

elementary and special education. Dr. Briggs-Kenney is a Board Member of the Philadelphia Chapter of the Black Alliance of Educational Options.

- LeRoi Simmons** — Mr. Simmons brings to the Wazuri a deep connection to the Germantown community in which the school is located. For over a decade, he has served as the Executive Director of the Central Germantown Council, a non-profit community development corporation that has aided in the revitalization of the Central Germantown Business Corridor. His expertise in grant writing and connection to Germantown’s business community will be an asset to the school as it seeks additional resources for our students. Additionally, having served as the Director of the Germantown Settlement Central Germantown Family Center within the C.E. Pickett Middle School, Mr. Simmons has a background in engaging parents in education, youth counseling, and linking children and families to social services organizations throughout the city. This experience is directly aligned with Imani’s holistic approach to education and will be invaluable to the Wazuri as the school continues to develop innovative ways to involve parents in their children’s education.

The schools’ Chief Executive Officer/Principal has remained constant since the inception of the school, with Dr. Francine Fulton serving in this position since 1999. However, 2007-2008 did bring about exciting changes in the school’s instructional leadership with the introduction of the Promoting Excellence in Philadelphia Schools (PEPS) program at Imani. In addition to the CEO/Principal and Chief Academic Officer, two Master Teachers (Kimberly Wilkins and Adrienne Davis) and three Mentor Teachers (Kimberly Clark, Christina Garcia, and Kwame Williams) provide curriculum development, lesson planning, professional development, and instructional mentoring to their teaching peers.

Board of Trustees

Name of Trustee	Office (if any)
Robert J. Harrison	Vice President
Larry C. Raye	Treasurer
Stephanie P. Johnson	President
LeRoi Simmons	Secretary
Gail Hawkins-Bush	Member
Margaret Briggs-Kenney	Member

Professional Development (Governance)

The Wazuri has a history of participating in governance training. Over the past nine years, our board has had many training sessions. Among the topics are included the Sunshine Law, Public Official Act, Board responsibilities, fiscal responsibilities, fiduciary responsibilities, supporting the leadership at the school, avoiding the tendency to "Micro Manage," etc. In 2007-2008, Imani Wazuri members and the CEO/Principal and other administrators participated in a variety of governance training, including:

- Black Alliance for Educational Options National Conference (February 28-29, 2008) — Focus on informing and empowering parents and students. Attended by Stephanie Johnson and Francine Fulton.
- National School Boards Association Annual Conference (March 29 to April 1, 2008) — Topics covered included No Child Left Behind, communication, and effective use of

- governing boards. Attended by Reginald Macon (Board President until June 2008), Francine Fulton, and Terry Morgane-Macon.
- PA Coalition of Charter Schools Annual Conference (April 27-29, 2008) — Included sessions on Board and CEO development, facilities financing, personnel, ethics training, positive publicity of your school, and a presentation from Brian Carpenter of the National Charter Schools Institute entitled, "The 5 Dysfunctions of the Charter School Board." Attended by Robert Harrison.
 - National Charter Schools Conference — (June 22-25, 2008) — Included a governance and operations strand with sessions on evaluating board performance, sustaining a quality board, strategic planning, board-school leader relationships, governing for academic success for all students, renewal, financial systems, and school safety. Attended by Gail Hawkins-Bush.

Information from each conference above was disseminated to all Wazuri members.

Due to the addition of three new Board members for 2008-2009, the Wazuri will participate in a board retreat in late summer/early fall, and is investigating using a representative of the National Charter Schools Institute's Charter School Board University as a facilitator at this retreat/training.

Coordination of the Governance and Management of the School

- **How does the Board of Trustees coordinate the governance and management of the school?**

The Wazuri functions primarily as a policy-making body, delegating day-to-day administration of Imani to the CEO/Principal and other Imani administration. The board exercises legal power and responsibility for the school. Its roles and responsibilities include: financial development and management, fiduciary oversight, and programmatic oversight. The board is responsible for: coordination of long-range planning and resource development; overseeing and evaluating the work of the CEO/Principal; setting a framework for the budget process and authorizing the annual budget; approving large resource expenditures, significant changes in program or facility use, and expansion into new program areas; exercising final authority over personnel and faculty issues; and, serving as a court of last resort for resolving complaints.

The board meets regularly, with the CEO and administrative team attending all meeting. Board Meetings are public and are advertised in accordance with the Sunshine Act. The CEO and other key administrators submit oral and written reports at executive meetings of the Wazuri, and reiterate those items at the public meetings. The Board is very open to suggestions and recommendations from the administrative team in reference to the overall governance and operation of the school. The administrative team keeps the Wazuri informed of all aspects of the operation of the school.

A copy of the 2008-2009 Wazuri meeting dates and times is attached to this Report as Appendix J.

- **Describe the Board of Trustees' efforts in maintaining a working relationship with the charter granting's Board of School Directors.**

Under the leadership of the CEO/Principal Dr. Francine Fulton, the Board and Imani maintain a positive working relationship with the School District of Philadelphia. In 2007-2008, representatives from Imani (e.g. CEO/Principal, CAO, Special Education Coordinator) attended meetings held by the School District of Philadelphia's Office of Charter Schools and by other District offices, including regular Data Group meetings and special education meetings.

Imani has a history of open communications with the District's Charter School Office and submit all required reports and requests for information in a timely manner. In 2007-2008, Imani worked particularly close with the District. First, Imani went through the renewal process in 2007-2008, which included an enrollment audit by the School District of Philadelphia (in which no violations were found); a two-day site by District personnel visit that included a records review, classroom visits, and interviews with Wazuri, administration, and teachers; and frequent follow-up to requests for additional information. This renewal process provided Imani with an opportunity to truly demonstrate the uniqueness of our program to the District, and resulted in the renewal of our charter for another five years. We also received a letter from the District certifying that our enrollment audit did not reveal any deficiencies in our record-keeping (See Appendix CC). Second, Imani was one of the inaugural charter school participants in the School District of Philadelphia's PEPS pilot program (Promoting Excellence in Philadelphia Schools), which represents a four-year collaboration with the District on improving teacher quality and implementing an innovative performance pay system.

Finally, Imani's CEO/Principal Dr. Francine Fulton is the Secretary of the Pennsylvania Coalition of Charter Schools, an organization that continues to work with the School District of Philadelphia to improve communication between the charters and the District. Recent activities of the Coalition include participation on the District's important Charter School Task Force and an introductory meeting with the District's new Superintendent Dr. Arlene Ackerman.

Coordination of the Governance and Management of the School - Attachments

- Appendix J -- Board Meeting Dates 2008-09
- Appendix CC -- SDP Enrollment Audit Results

Community and Parent Engagement

Imani's goal is to involve students, families, and members of the community as partners in the circle of education, both inside and outside of the classroom. Under the direction of the Board of Trustees, Imani works diligently to meet this goal by providing multiple avenues for community and parent engagement including Village Meetings, monthly Family & Teacher Nights, parent-teacher conferences, school celebrations and festivals, and community service days. Board members themselves attend these events to stress the importance of the school-family-community partnership.

Imani is in constant communication with its parents via emails, interim reports and report cards, phone calls home, etc. And, all stakeholders are encouraged to contribute to and read the school's newsletter — *Habari Ghani*.

Finally, the school believes that one of the best ways in which to engage the community in the school is to bring them into the school as true educational partners. Examples of our community partnerships include EducationWorks (provides trained teacher assistants for our classrooms) and the Franklin Institute's Community Ambassadors in Science Exploration program (provides monthly science activities for parents and students related to marine life, healthy living, and nature activities). From the Philadelphia Free Library to the Youth Aid Panel to the Germantown YMCA, Imani is constantly forging relationships that involve the community in our school and our school in the community.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

On June 14, 2008, Imani held its first fundraising dinner — the Black & White Gala. In addition to providing a forum for celebrating some of Imani's most dedicated supporters, the event raised \$6,000 to offset school related costs. Other fundraisers in 2007-08 were student-driven sales (e.g. y-ties, Cherrydale Farms), which went toward student activities. Developing a strategic fundraising plan for the upcoming charter term will be a focus of the Wazuri in 2008-09.

Fiscal Solvency Policies

Imani has been generally acknowledged as a well managed, fiscally responsible LEA. The school's policy to maintain fiscal solvency is to have a fund balance set aside at the beginning of each fiscal year. Imani entered the 2007-2008 fiscal year with a fund balance of \$615,084, which represented 12% of the expenditures incurred for the 2006-2007. This is an important indicator of Imani's financial well being, since a healthy fund balance represents things such as cashflow, as a cushion against unanticipated expenditures, enrollment declines, funding deficiencies and aid prorations at the state level and similar unforeseen problems. In future years, Imani would like to see this fund balance at 15% to 20% of annual expenditures, but is confident in the school's current fiscal solvency.

Additionally, the school's Wazuri (i.e. Board of Trustees) has established a financial policy for coping with shortfalls or delays in receiving funds. Depending on the severity and nature of the budget shortfall (i.e. short term or structural in nature) and the amount of time remaining in the policy details two types of remedial actions: short term and budget reductions. Examples of short term measures include: delaying or eliminating capital expenditures and maintenance or shifting them for current funds to loan or leasing finance; delaying payments to vendors; shifting money to the General Fund from sources with a surplus; accessing line of credit; accessing budget stabilization funds (reserve or rainy day fund). For more severe shortfalls, the school will explore budget cuts, which forces the administration and Wazuri to take a serious look at spending priorities.

The Wazuri and administration has also developed a system for regularly reviewing the schools financial documents, comparing budgeted revenues and expenditures with actual data. Charter School Choice provides business management services to the school and provides scheduled updates to the administration regarding the expenditures and revenues of the school.

Additionally, the school maintains a practice of continuing to seek out revenues outside of the federal and state funding sources to ensure the sustainability of the school's current educational services and to allow for the addition of or expansion to supplementary educational programming at the school.

Finally, it is important to note that the Wazuri has adopted a detailed Board policy on Internal Financial Controls at Imani, the purpose of which was to establish processes and procedures that protect the School's assets, prevent abuse of personal expenditures, monitor fixed assets, strengthen approval processes for accounts payables, maintain a purchase order system, and applies due diligence to the use of new vendors. This detailed policy is available for review at the school or upon request.

Accounting System

The school's Chart of Accounts mirrors that of the Pennsylvania State Chart of Accounts for Pennsylvania Public Schools and GAAP Accounting is followed for accrual based budgeting, accounting and reporting. The school's financial and budgetary reporting is prepared in accordance with the Generally Accepted Accounting Principles (GAAP) and the applicable standards set by the Government Accounting Standards Board (GASB), including Statement 34.

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

- Appendix K -- Preliminary Statements of Revenues, Expenditures, & Fund Balances

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

The school's Board of Trustees has engaged Siegal and Drossner, PC (certified public accountants) to conduct our audit for the fiscal year ended June 30, 2008. This audit report for fiscal year ended June 30, 2008 is expected to be completed in fall 2008. Imani will provide PDE and the School District of Philadelphia with a copy of this audit report immediately upon its completion. A copy of the school's engagement letter with Siegal and Drossner, PC is attached to this report as Appendix L.

To date, the school has an audit report for each fiscal year through June 30, 2007. The Independent Auditor's Report for fiscal year ending June 30, 2007 (including the Management's Discussion and Analysis) is attached to this report as Appendix M. It was prepared by Siegal and Drossner, PC and completed on December 11, 2008. The audit found that the financial statements are fairly stated. A "clean" audit report was issued. There were no deficiencies in internal control over financial reporting that were considered to be material weaknesses as reported in the Independent Auditor's Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on Audit of Financial Statements performed in accordance with Government Auditing Standards. Only one instance of noncompliance material to the financial statements of Imani was reported. Namely, in a review of 20 payroll transactions, two files did not have a criminal history background check and three files did not have child abuse clearances. Following the audit, Imani requested the missing criminal background and child abuse clearances and received these items from the employees. The school has instituted an annual internal employee file audit to ensure that all required materials are present and that all employees are suitable for a school environment.

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

- Appendix L -- 2007-08 Audit Engagement Letter
- Appendix M -- Imani Audit 2006-07

Citations and follow-up actions for any State Audit Report

Imani did not undergo a state audit conducted by the Auditor General in 2006-2007 or, to date, for 2007-2008. Imani forwarded our Financial Statements and Supplementary Information for the year ended June 30, 2007 to the Commonwealth of Pennsylvania's Office of Budget, Bureau of Audits. We understand that the Auditor General has the right to review expenditures and to audit the expenditures made from state appropriated moneys.

SECTION VII. FACILITY RESPONSIBILITIES

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

In August 2007, Imani Education Circle Charter School's related foundation purchased the 5612 Greene Street facility, which has housed the charter since its opening in 1999. This purchase (Imani now leases from the Imani Foundation), provided 12,000 square feet of additional space for the school, including additional classrooms and a cafegymatorium (which provided the school

with a large common meeting place). The renovations to this new space were completed by the owner prior to its sale.

During 2007-2008 Imani purchased approximately \$15,000 in general school equipment and furniture and \$25,000 in lockers, both for the expanded space. Additional capital expenditures included \$10,000 in parking lot security and general equipment and \$5,000 in security cameras and monitors.

Future Facility Plans and Other Capital Needs

No capital expenditures are planned for 2008-2009 other than those which are to repair and maintain the existing facility and those which are to replace worn down classroom furniture, fixtures, and equipment.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

Fire & Safety

Imani School complies with 24 P.S. §15-1517 with regard to holding fire drill not less than once a month. In 2007-2008, Imani held the 10 required Fire Drill with representation from the Fire Department of Philadelphia. Each classroom has posted directions in case of a fire and all classes have had training on what to do in case of a fire or other incidences. A copy of Imani's 2007-2008 Certification of Fulfillment of Fire Drill and School Bus Evacuation Drill Requirements (PDE-4101) is attached to this report as Appendix N.

Additionally, all staff have had training on Shelter-In-Place and Crisis Management. Each staff member has a handbook on each plan. The school has also made sure that we have emergency supplies, (e.g. Flash lights, First Aid Kits, Water, Tape, Battery Operated Radios, and Two Way Radios) in case of emergency. And, CPR training is provided to four Imani staff members per year.

Health & Wellness

A nurse is available to provide health services to students at Imani 5 days a week, Monday-Friday from 9:00 a.m. to 3:00 p.m. Imani contracts with the Mid Atlantic Consortium of Charter Schools (MACCS) for these nursing services, which include two nursing paraprofessionals (i.e. RN, LPN) who provide the day-to-day nursing services and one overseeing certified school nurse who is at the school no less than one day a week. The certified school nurse:

- Provides administrative and clinical oversight of school nursing activities.
- Ensures that all screenings are performed in accordance with state mandates.
- Supplements and reinforce health education curriculum.
- Oversees training of nursing staff.
- Assists in interpreting health needs.
- Provides information related to health issues.
- Assists in budget preparation.
- Prepares and directs staff development presentations in the area of healthcare.

Upon admission to the school, each student is required to submit a physical examination, proof of appropriate immunizations, and dental, audio, and visual screenings. Each student is given an individual file which contains physical, copy of immunization records, screening results, pupil

medical history, emergency control form, any professional observations, progress notes, problem list with follow up copy of any nursing care visits, medical administrative release forms, and doctors' prescriptions. Certificates of immunization are kept under separate cover. All student health information is kept in a secured health room at Imani in a locked file cabinet, available to the nursing staff and shall become the property of the charter schools. Records are reviewed every month by MACCS' certified school nurse to maintain accuracy. The nursing staff and health services agency (MACCS) comply with all federal, state and local law, rules and regulations regarding the confidentiality of medical records created by it or its employees or contractors.

The Pennsylvania Department of Health's "Request for Reimbursement and Report of School Health Services" for 2007-2008 must be submitted by Imani to the Division of School Health in September 2008. At the time of this report's submission, Imani had not submitted the 2007-2008 reimbursement form, but evidence of 2006-2007's report submission is attached to this report as Appendix O.

Finally, Imani is committed to providing a school environment that promotes and protects children's health, well-being, and ability to learn by supporting healthy eating and physical activity. As such, Imani has developed and implemented a school Wellness Policy. A copy of this policy is attached to this report as Appendix P.

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

- Appendix N -- PDE 4101 Fire Drill Cert
- Appendix O -- School Health Reimbursement 06-07
- Appendix P -- Imani Wellness Policy

Current School Insurance Coverage Policies and Programs

For the 2007-2008 school year, Imani procured liability insurance coverage through the insurance brokerage firm Boardman Hamilton Company as follows:

- Educator's legal liability (including directors & officers liability) — \$1,000,000/\$2,000,000
- Commercial general liability — \$1,000,000
- Products-completed operations aggregate — \$2,000,000
- Personal & advertising injury — \$1,000,000
- Damage to rented premises — \$300,000
- Medical expense (any one person) — \$10,000
- Automobile liability — \$1,000,000
- Excess liability/umbrella — \$5,000,000
- Workers compensation & employers' liability — \$500,000
- Fire legal liability — \$200,000

A copy of the 2007-08 ACORD Certificate of Liability Insurance as well as the endorsement adding Fire Legal Liability is attached to this report as Appendix Q and Appendix R respectively.

Please note that the liability insurance includes limited liability insurance for negligence related to sexual abuse or molestation.

Additionally, Imani provides its full-time employees and their families with personal health insurance in compliance with 24 P.S. § 17-1724A (d) (i.e. every employee of the school is provided with the same level of health care benefits as the employee would receive if he or she were an employee of the School District of Philadelphia). In 2007-2008, two medical insurance options were available to Imani employees a follows:

- **Independence Blue Cross Keystone Health Plan East HMO** — There is \$15 co-pay for primary care physicians and \$30 co-pay for specialists. There is a \$150 per day co-pay for in-patient hospital services for a maximum of 5 days and unlimited inpatient hospital days. All services are directed by the employee's named primary care physician. There is a prescription card with a \$10 co-pay for generic drugs on the formulary list, \$30 co-pay for brand name drugs on the formulary list and a \$50 co-pay for any drug not on the formulary list. In addition, there is a \$100 vision benefit for glasses or contact lenses once every 24 months.
- **Independence Blue Cross Personal Choice Plan** — There is a \$15 co-pay for primary care physicians and a \$30 co-pay for specialists. There is an in-patient hospital services co-pay of \$150 per day for up to a maximum of 5 days and unlimited hospital days. Should the employee desire to use out-of-network physicians, they have that option, subject to a \$500 deductible and 70% co-insurance. The prescription card is identical to that shown above with the Keystone plan. In addition, they have the same \$100 vision benefit for glasses and contact lenses once every 24 months.

Dental coverage was provided with Met Life Dental. Preventive services (cleanings and checkups) are paid at 100% with no deductible or co-insurance. After a \$50 calendar year deductible, basic treatment (fillings, endodontic, periodontic) is paid at 80%. Major work (crowns and bridges) are paid at 50%. There is a \$1,000 calendar year maximum.

Current School Insurance Coverage Policies and Programs - Attachments

- Appendix Q -- ACORD Statement 07-08
- Appendix R -- Insurance Endorsement

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

Imani had 31 professional positions in 2007-2008 — 19 regular education teachers, 3 special education teachers/coordinators, 5 specialty teachers, 1 CEO/Principal, 1 CAO, 1 counselor, and 1 nurse. We also had a position for a building-wide substitute, but the person holding that position became a long-term substitute teacher in April 2008, and the day-to-day building substitute teacher position was not filled.

Of the 31 positions, 22 (71%) were returning staff members from 2006-2007. Three staff members left before the end of the year — one left for a position with the School District of Philadelphia and two were terminated for poor classroom performance. We also had two teachers go on leave mid-year, one for maternity and one for emergency medical leave. There has been greater turnover than usual in the past couple years at Imani, as the school works to increase its certification rate to 75% or greater per Act 22 and its highly qualified teacher rate to 100% per No Child Left Behind.

A copy of Imani's PDE-414 Certification Verification Form is attached to this report as Appendix S. Please note that the Elementary and Secondary Professional Personnel Report (ESPP) was replaced by PIMS in 2007-08, and, thus, Imani was not required to submit the ESPP.

Quality of Teaching and Other Staff - Attachment

- Appendix S -- PDE 414

Student Enrollment

a) Describe the charter school's student enrollment procedures and policies, including the admissions policy. Describe how all policies and procedures comply with state law. Describe if a lottery was used, how students were placed on a waiting list and how those students were enrolled from the list.

In the admission of students, Imani complies with § 17-1723-A of the Charter School Law. Specifically, the charter school is open to all resident children in the Commonwealth of Pennsylvania. If more students apply to the charter school than the number of attendance slots available in a given year, then students are selected on a random basis (a lottery) from a pool of qualified applicants meeting the established eligibility criteria and submitting an application by the our deadline. However, preference is given in enrollment to a child of a parent who has actively participated in the development of the charter school and to siblings of students presently enrolled in the charter school. Also, first preference is given to students who reside within the School District of Philadelphia. Our complete student enrollment and admissions policy is attached to this report as Appendix T.

For the 2007-2008 school year, there were more applicants than available seats in the school, so an admissions lottery was held. All students who had applied by the stated deadline were eligible for the lottery, and the position of students on the waiting list was also determined by a random lottery. As seats opened in the school during 2007-08, enrollment was extended to the highest ranked student on the waiting list in the grade with the corresponding opening.

For the upcoming school year (2008-2009), the number of applicants again exceeded the number of available seats in the school, and, as such, a lottery was conducted on March 20, 2008. The lottery for the 2009-2010 school year is scheduled for March 19, 2009.

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

For 2007-2008, only students who would be 5 years-old by September 1, 2007 were considered for enrollment in the school.

- **Provide an enrollment history for the past year, by grade level, including the number of students initially enrolled, number dropped, and number added. For students who transferred out, indicate the school(s) to which they transferred, if known.**

Grade	Initial Enrollment	Withdrew	Added	Year End Enrollment
Kindergarten	50	3	3	50
First	75	2	4	77
Second	72	7	3	68
Third	49	1	0	48
Fourth	73	2	3	74
Fifth	24	1	0	23
Sixth	23	4	0	19
Seventh	47	2	1	46
Eighth	44	0	1	45
Totals	457	22	15	450

Of the 22 students who withdrew from Imani in 2007-08, one moved out of state, two enrolled in cyber charter schools, and the remaining students enrolled in other Philadelphia public and public charter schools.

- **Provide the number of students who completed this school year who are currently enrolled to return in September.**

365 of the eligible 405 students enrolled at the end of the 2007-2008 school year (90.1%) have re-enrolled for 2008-2009.

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

All 22 withdrawals in 2007-08 were voluntary. No students were expelled in 2007-08.

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

In 2007-2008, Imani saw a vast improvement student turnover, with only 22 students withdrawing during the year, compared with 100 in 2006-2007. We attribute this success in part to our CSAP and discipline processes, which have yielded a more stable and peaceful learning environment.

Traditionally, student retention is high, indicating a high level of parent and student satisfaction with the education program. In fact our re-enrollment rate has increased from 85% from spring 2007 to fall 2007 to 90.1% anticipated from spring 2008 to fall 2008, attributable again to our improved disciplinary environment and our record of strong academic achievement.

The school does not have a policy of over-enrollment, except that at the start of the school year we do enroll up to 10 additional students, to allow for start of school no-shows or withdrawals. But, throughout the year, the school remains in compliance with the charter's 450 student enrollment allowance.

Student Enrollment - Attachment

- Appendix T -- Admissions Policy

Transportation

The School District of Philadelphia provides transportation to our students in grades 1-6. Our parents will receive letters in the mail during the summer months, from the School District, informing them of a designated pick-up and drop-off stop and time. The school gets the Route Operation Reports (ROR). Students are required to be at their pick-up location 10 (ten) minutes prior to the scheduled arrival time of the bus.

Transportation for Students Receiving Special Education Services

Of the 48 students with disabilities enrolled in Imani in 2007-08, none required transportation as a related service in their IEPs. Imani understands that any Imani student who receives special education services is entitled to transportation to and from school and to school related activities if his/her IEP Team (which includes the parents) determines that a specialized transportation is necessary as part of the child's free and appropriate public education (FAPE). If an IEP lists a

specific type of transportation as a “related service” in a student’s IEP, Imani will provide this service at the school’s expense.

Food Service Program

Imani participates in the National School Lunch Program through the Archdiocese of Philadelphia, with 69% of our students qualifying for free or reduced lunch. We receive from the Archdiocese all food items, milk, utensils and condiments. The hot lunch consists of an entree, served with a fruit, vegetable, bread and a half-pint of milk. The meal provides each child with one-third of their recommended daily allowance for nutrients and calories.

Student Conduct

a) Describe your expectations for student behavior and discipline. Explain how your discipline policy complies with Chapters 12 of the Public School Code, particularly with respect to due process.

Two of the original goals of Imani’s charter were that (1) students will become experts at solving conflicts peacefully, and (2) all students will help to create and foster the spirit of MA’AT (truth, righteousness, balance, harmony, reciprocity, justice, and order).

Our school rules and policies have been developed to encourage respect for self, others, and property. Our students and staff must be guaranteed an environment that is safe. Mutual respect is the underlying principle in the classroom, in the hallways, and on school grounds. All rules are publicized, explained, and equitably enforced. Imani must maintain a high standard of excellence for students and staff. Therefore, Imani will impose consequences for each child who has difficulty following the class and school code of conduct. Our Student Behavior Policy explains all levels of offenses and the consequences of such offenses.

A copy of our Student Code of Conduct and our Student Behavior Policy (as printed in the annual Student Handbook and about which each child and parent must review and sign a statement that they have received, read, understand, and support the contents of the Handbook) is attached to this report as Appendix U.

Furthermore, the Wazuri (i.e. Board of Trustees) has developed a detailed Discipline Policy, which complies with Chapters 12 of the Public School Code, particularly with respect to due process. A copy of these policies, which were submitted for the School District of Philadelphia’s review for compliance during Imani’s renewal process this year, are attached to this report as Appendix V.

Additionally, within the Special Education Policies previously attached as Appendix D, Imani details specific disciplinary procedures related to students with special needs. Please refer to pages 72 to 84 of this document for these procedures, which includes the procedures for change of placement and manifestation determinations.

Finally, in reviewing Imani’s Code of Conduct, there is one unique element that deserves to be highlighted, and that is the notion of the role that MA’AT plays in our expectations for student behavior. MA’AT teaches children who they are in becoming a principled individual who does not exist for self only but for the whole. Each child is responsible to family, community, their people, and the world. This is why detentions at Imani involve a community service activity (e.g. cleaning school yard/cafeteria, reserve uniform maintenance, etc.) — to highlight for our students that their behavior effects not just themselves but the overall school environment, and, thus, their consequence should be to do something that expresses their apology to the entire school community by doing something to benefit the school.

This year, students had a unique opportunity to see how MA'AT can be applied to the world outside the walls of Imani. Imani's CEO/Principal Dr. Francine Fulton serves on the Board of the Philadelphia District Attorney's Youth Aid Panel, a program that aims to steer first-time non-violent offenders away from the criminal justice system yet hold them accountable for their behavior by requiring them to complete a community service project. In September 2007, 16 year-old high school student Alexander Centeno was in front of the Youth Aid Panel for spray-painting graffiti on Kensington restaurant. After admitting guilt, the panel assigned him to plan, design, and paint a mural celebrating African American inventors on a 17-by-61-foot wall of the Imani Charter School. The mural, which was completed in three months with help from an artist mentor, includes a quote by Centeno, "It is our everyday ideas and how we execute them that earn us our everlasting place in time." Not only were Imani's students able to see this success story featured in the *Philadelphia Daily News* and in the school's own newspaper and witness a visit from District Attorney Lynn Abraham, but the mural provides a daily reminder of the principles of MA'AT and of the role that each of them plays in the world community.

b) Provide the number of suspensions and expulsions by student. [Example: 12 students were involved in 21 suspension incidents and 1 student was expelled.]

In 2007-2008, 140 students (31.1% of our student body) were involved in 219 suspension incidents, and no students were expelled. While this represents a slight improvement over 2006-2007, when 144 students (32% of our student body) were involved in 250 incidents, decreasing the number of students involved in disciplinary incidents as well as the total number of incidents is an area of improvement for 2008-2009. By reiterating the principles of MA'AT, consistently applying the standards of the Code of Conduct and its behavioral consequences, and making greater use of the school's CSAP process and other early intervening services, Imani hopes to improve this aspect of the school.

Evidence that Imani's 2007-08 Violence and Weapons' Report (PDE-360) was submitted via PDE's Safe Schools online reporting system is attached to this report as Appendix W.

Student Conduct - Attachments

- Appendix U -- Code of Conduct
- Appendix V -- Discipline Policy
- Appendix W -- Violence & Weapons Report

ASSURANCE FOR THE OPERATION OF CHARTER SCHOOL SERVICES AND PROGRAMS

School Year: 2008

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

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

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

Board President

Date

Chief Executive Officer
2008 - 2009 Annual Report for Pennsylvania Charter Schools

Date

Verify that all DATA reports to PDE are complete

YES _____ **NO** _____

SIGNATURE PAGE

Identify the charter school's Chief Executive Officer.

Name Dr. Francine Fulton

Title Founder/CEO

Phone 215.713.9240

Fax 215.848.5898

E-mail ffulton@imanicircle.org

Signature of the Chief Executive Officer and Date

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

Name Stephanie Johnson

Title Board Chair

Phone 215.455.1372

Fax 215.848.5898

E-mail sjohnson@imanicircle.org

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name Kimyada Benson

Title Special Ed. Co-Or.

Phone 215.713.9240

Fax 215.848.5898

E-mail kbenson@imanicircle.org

Signature of the Special Education Contact Person and Date

Signature Page

Signature Page - Attachments

- Appendix X -- Assurance to Operate Charter School Services & Programs
- Appendix Y -- Signature Page