
Pennsylvania Department of Education



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

Charter Annual Report
Thursday, February 10, 2011
(Last Accepted: Thursday, February 10, 2011)

Entity: Imani Education Circle CS
Address: 5612 Greene St
Philadelphia, PA 19144-2808

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Summary Data Part I

Charter School Annual Report Summary Data 2009 - 2010

Name of School: Imani Education Circle CS

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

Length of Charter: 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: 75% **Total Instructional Staff:** 29 teachers (including spec. ed. & specialty)

Student/Teacher Ratio: 25:1 maximum **Student Waiting List:** 534

Attendance Rate/Percentage: 93%

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

Summary Data Part II

Enrollment: 451 (Year End) Per Pupil Subsidy: Reg Ed. = \$8,183.58 Spec. Ed. = \$17,788.75

Student Profile

American Indian/Alaskan Native:	0
Asian/Pacific Islander:	1%
Black (Non-Hispanic):	97%
Hispanic:	1%
White (Non-Hispanic):	1%
Multicultural:	0

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:
85%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 49

Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	0	0	165	169	169	0	169
Instructional Hours	0	0	990	980	992	0	992

SECTION I. EXECUTIVE SUMMARY

Educational Community

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.

Mission

Our mission statement:

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

Vision

Imani Education Circle Charter is an educational institution that involves members of students' families and their communities as partners in the circle of education, both inside and outside the classroom. We envision that our students will become active and contributory members of both their local and global communities.

Shared Values

Some of our shared values across the organization are:

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

Academic Standards

The Imani Education Circle Charter School's curriculum has been designed to provide all our students with instruction needed to attain the academic standards as put forth in section 4.12 of 22 Pa. Code. Specifically, 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.

Our curriculum is designed to produce 8th grade students that 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 processes 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.

Strengths and Challenges

The 2009-2010 school year marked the 11th year of operation of the Imani Education Circle Charter School. Imani made AYP in 2009-2010 for the 6th time out of 7 years and for the 2nd consecutive year.

Imani has experienced tremendous growth in reading and math as assessed by the PSSA over the years the last six years. From the beginning of our previous charter term in 2002-03 we have increased our math proficiency rates by 32.2% and our reading proficiency by 33.8%. Although we celebrated our continued improvement in student achievement, we are continuing to analyze and modify our program to push our students forward. The chart below summarizes the proficiency rates over the past six years.

School Year	Math	Reading
2009-2010	47.2%	46.2%
2008-09	44.8%	54%
2007-08	39.5%	44.1%
2006-07	36.5%	45.2%
2005-06	31.6%	35.4%
2004-05	32%	22.9%
2003-04	30%	21.8%
2002-03	12.6%	20.2

Imani continues to improve in academics and recently received the TAP School of Promise Award for 2009-10 by the National Institute of Excellence in Teaching based on 5-year record of improved academic achievement and early success in the implementation of TAP. Through the TAP program our teachers have built a learning community that in a team format analyzes data and identifies best practices that improves student performance. Further the frequent observations and feedback pushes our teachers drive instruction towards academic goals and improve their teaching practices.

Beyond academics, Imani has created a culture of learning and support for our students. This environment is reflected in our student retention rate. In the past two years we have had 5% or less of our student population withdraw during the school year. We have maintained maximum enrollment with a sizable waitlist each year. In 2007-08 and 2008-09 we had over 300 students on our waitlist, and as mentioned above we have over 500 on the 2010-11 waiting list.

Student Retention 2008-09 and 2007-08

Year	Initial	Withdrew	Added	Year End
2008-09	461	18	10	453
2007-08	457	22	15	450

As we continue to review, reflect, and reform our practices at Imani, we believe we will continue to see improved math and reading scores as well as continued success with student attendance and behavior. Below are identified strengths and weaknesses we have identified:

Strengths:

We assign credit for our academic success on the many wonderful things happening at Imani, however, specific points of pride from the 2009-10 school year include:

Promoting Excellence in Philadelphia Schools (PEPS) — In 2009-10, Imani continued 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." Additionally, President Barack Obama highlighted the program during the *Five Pillars of Education* speech, March 10, 2009, stating, and "It's why we're building on the promising work being done in places like South Carolina's Teacher Advancement Program." This program has proved to be successful in schools across the country.

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 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 preparation activities. 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 2009-10 included:

- **Rites of Passage** — All grades participated during one 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.
- **Historical Black Colleges and Universities Week** — At Imani, we want our students to start thinking about college while they are still in primary school. We want college to be a natural progression for them. To educate our students about the variety of options we held a HBCU week. Each classroom picked a different college or university and completed extensive research on the selected institution. They also learned about sororities and fraternities. Students and alumni from various colleges served as guest speakers throughout the week.
- **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.
- **African Diaspora** — Students studied the countries of the Diaspora throughout the school year (geography, culture, people, food, politics, etc).

New Science Curriculum — In 2009-10, Imani was a proud recipient of the Science It's Elementary grant. According to the Pennsylvania Department of Education, one in five American jobs require intensive math and science training, and every high-skill career demands employees with strong problem-solving and critical thinking skills. As such, PDE has declared that Pennsylvania's students must build a strong foundation in these skills beginning *at an early age* so they will be prepared to fill the needs of the high-skills 21st century economy. To achieve this goal, PDE launched the Science It's Elementary program in 2006-2007.

Science: It's Elementary provides inquiry-based science instruction in grades K through 6, intensive teacher training, coaching, professional development and fully stocked science kits so that every child in the classroom can experience hands-on learning.

Science will be fundamentally different in Imani and other Science It's Elementary schools:

- Teachers will have access to state-of-the-art, research-based curriculum.
- Students will spend their time *doing* — not just listening — by engaging in hands-on experiments throughout the school year.

- Teachers and administrators will receive proven, intensive training in how to transform their teaching to help students learn more.

Through participation in Science It's Elementary, Imani received invaluable professional development at no cost to the school, including sending a team to a five-day institute, during which we learned about inquiry-based elementary science education and created a three-year implementation plan for our school. And, each K-6 teacher in our school participated in 20-35 hours of paid professional development specific to science instruction in 2009-2010, in preparation for Imani implementing its new inquiry based science curriculum in 2010-2011.

Imani believes that Science It's Elementary will have long-term benefits in raising student achievement in science (as measured by the new science PSSA in 4th and 8th grades) and in developing students with the skills necessary to be professionally competitive in the 21st century.

Opportunities for Improvement:

Our teachers and administration have been working closely together this year in the full implementation of the PEPS program. Through the constant analysis of student assessments we have identified five goals that we will be reaching for in 2010-11. Those improvement priorities for 2010-11 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) Raising student achievement in writing to ensure that our students are able to communicate effectively;
- (3) Continuing to develop a community that embodies the mission of Imani and the principles of MA'AT;
- (4) Recruit and retain certified and Highly Qualified teachers (HQT) to ensure compliance with Act 22 and No Child Left Behind.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

Imani Education Circle Charter School has developed a group of administrators, board members, teachers, parents, and business community members who regularly convene to assess the strengths and weaknesses of our program and to analyze our internal and external needs. The group is driven by our mission and vision statements and works to develop an action plan to "Challenge the genius in all of our students in a safe, caring, African-Centered Environment." In 2009-10, this group met to create draft our induction plan, our student services plan, and our annual report.

In conjunction with developing these documents, Imani conducted a comprehensive needs assessment in 2009-2010 to create and submit an application for to increase our enrollment through our charter authorizer. At the end of the school year, we continued the data analysis to create our 2009-10 annual report and strategic plan for 2010-11. Imani examined the following data during this process:

- PSSA spring 2009 and 2010 (unofficial) test scores for mathematics and reading (grades 3-8), writing (grades 5 and 8), and science (grades 4 and 8)
- TerraNova spring 2009 test scores for math and reading (grades 1-2)
- A four-year analysis of TerraNova and PSSA reading and mathematics test scores, including an analysis of sub-groups of students (i.e., economically disadvantaged and race)
- 2009-2010 Study Island Benchmark results (grades 3-8)
- Student course grades in core academic subjects as reported by teachers
- Student behavior, attendance, and tardiness data
- Review of stakeholder feedback including students, parents and staff
- Review of teacher credentials (i.e., certification, education level, “highly qualified”) and professional development needs
- Review of teacher observation records
- Review of State standards and No Child Left Behind (NCLB) requirements

This strategic planning team will remain active throughout our charter term as the school prepares professional development, induction, technology, and student services plans and as the school reviews data annually to set goals for the upcoming year and prepare the Charter Annual Report.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Anderson, Rhonda	Imani	Business Representative	CEO
Blue, Betty	BluHawk Uniforms	Community Representative	Board of Trustees
Camara, Nsima	N-PSY-T	Special Education Representative	Board of Trustees
Clark, Kim	Imani - Master Teacher	Administrator	Administration
Cross, Tami	Imani	Elementary School Teacher	Teachers
Davis, Adrienne	Imani - CAO	Administrator	Administration
Destefano, Cheryl	Imani	Ed Specialist - Instructional Technology	Educational Specialists
Fulton, Dr. Francine	Imani - CEO	Administrator	Board of Trustees
Gilliam, Karen	Imani - Teacher	Middle School Teacher	Teachers
Harris, Tanya	Imani - Nurse	Ed Specialist - School Nurse	Educational Specialist
Hines, Betty	Imani - Secretary	Other	CEO
Jenkins, Jon	Imani - Teacher	Middle School Teacher	Teachers

Lee, Dr. Daniel	N-PSY-T	Ed Specialist - School Psychologist	Educational Specialist
McDaniel, Gail	Imani - Teacher	Elementary School Teacher	Teachers
Moragne-Macon, Lela (Terry)	Imani	Administrator	CEO
Otosayno, Belinda	African Expressions	Community Representative	Board of Trustees
Reiser, Melanie	OmniVest, LLC	Business Representative	Board of Trustees
Simmons, Leroi	Central Germantown Council	Board Member	Board of Trustees
Stallworth, Stephanie	Parent	Parent	Board of Trustees
Wilkins, Kim	Imani - Master Teacher	Administrator	Administration
Williams, Kwame	Parent	Parent	Board of Trustees

Goals, Strategies and Activities

Goal: Academic Performance - Math and Reading

Description: We will meet the following academic goals for math, and reading:

Math

2009-2010 - 56% of student scoring at or above proficiency; OR we will decrease the percentage of student scoring below proficiency by 10% or by achieving our designated AYP GM score.

2010-2011 - 67% of student scoring at or above proficiency; OR we will decrease the percentage of student scoring below proficiency by 10% or by achieving our designated PPI score.

2011-2012 - 78% of student scoring at or above proficiency; OR we will decrease the percentage of student scoring below proficiency by 10% or by achieving our designated PPI score.

Reading

2009 - 2010 We will continue to make AYP by achieving 63% of students scoring at or above proficiency; OR we will decrease the percentage of students scoring below proficiency by 10%; or by achieving our designated PPI score.

2010 - 2011 We will continue to make AYP by achieving 72% of students scoring at or above proficiency; OR we will decrease the percentage of students scoring below proficiency by 10%; or by achieving our designated PPI score.

2011 - 2012 We will continue to make AYP by achieving 81% of students scoring at or above proficiency; OR we will decrease the percentage of students scoring below proficiency by 10%; or by achieving our designated PPI score.

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.

Activity: Everyday Math

Description: Everyday Math, developed by the University of Chicago, is based on the six strands of knowledge: Algebra; Data and Chance; Geometry; Measurement; Numeration and Order; Patterns, Functions, and Sequences; Operations; and Reference Frames. At each grade level, learning targets are identified for each of the six strands. The program provides real-world based problems and activities to be solved in small or whole groups.

Person Responsible Timeline for Implementation Resources

Davis, Adrienne	Start: 9/1/2008	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: PEPS Program

Description: 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

None Selected	Start: 1/1/2008	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: SRA Direct Instruction

Description: In 2008-09, Imani instituted 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.

Person Responsible Timeline for Implementation Resources

Fulton, Dr. Francine	Start: 8/1/2008	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Strategy: Incorporate More Differentiated Instruction

Description: Our teachers will proactively plan varied approaches to what students need to learn, how they will learn it, and/or how they can express what they have learned in order to increase the likelihood that each student will learn as much as he or she can as efficiently as possible.

Activity: SRA Direct Instruction Professional Development

Description: Staff will participate in SRA Direct Instruction professional development during the two-week pre-service.

Person Responsible	Timeline for Implementation	Resources
Davis, Adrienne	Start: 8/1/2009 Finish: 6/30/2012	\$638,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
4.00	1	30
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Imani Education Charter School / Faith Fisher	<ul style="list-style-type: none"> • School Entity • Individual • Company 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Understanding of curriculum model and strategies for effective implementation.	The effects of SRA Direct Instruction have been researched many times and have been found to be positive for students starting at various levels of comprehension. See here for a complete list of sources: http://www.sraonline.com/di_home_research.html#	<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

Status: In Progress — Upcoming

Strategy: Instructionally-Focused Accountability

Description: Teachers will be evaluated using the Teacher Advancement Program rubric that includes 26 indicators ranked on a 5-point scale.

Activity: Formal Observations (four per year)

Description: Each teacher will have four formal observations per year conducted by Master Teachers, Mentor Teachers and the Chief Academic Officer. The observations will track the teachers' progress towards reaching exemplary for each indicator on the TAP rubric. Teachers will work with the leadership team to create an action plan based on the observation and student assessment data. By focusing the teacher's actions through this process she/he will increase student achievement through better instruction.

Person Responsible	Timeline for Implementation	Resources
Davis, Adrienne	Start: 8/1/2009 Finish: 6/30/2012	\$638,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	4	30
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Imani Education Circle CS	<ul style="list-style-type: none"> School Entity 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
<p>Teachers will be assessed across 26 indicators rating the following teaching qualities: 1) Design and Planning 2) The Learning Environment 3) Instruction The teacher and leadership team will work together to improve the teacher's practices to reach exemplary on each indicator.</p>	<p>TAP was developed by research-based methodologies and best practices from successful practitioners. "The teacher responsibility rubrics were designed based on the work of Rowley (1999) and various teacher accountability systems including: Rochester (New York) Career in Teaching Program Douglas County (Colorado) Teacher's Performance Pay Plan Vaughn Next Century Charter School (Los Angeles, CA) Performance Pay Plan and Rolla (Missouri) School District Professional Based Teacher Evaluation." http://www.talentedteachers.org/policyresearch/policyresearch.taf?page=elements_ifa</p>	<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

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

Educator Groups Which Will Participate in this Activity

Role	Grade Level
<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)
Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> • Team development and 	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data

- sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Analysis of student work, with administrator and/or peers
 - Creating lessons to meet varied student learning styles
 - Peer-to-peer lesson discussions
 - Lesson modeling with mentoring
 - Journaling and reflecting
- Standardized student assessment data other than the PSSA
 - Classroom student assessment data
 - Participant survey
 - Review of participant lesson plans
 - Review of written reports summarizing instructional activity
 - TAP Rubric

Status: In Progress — Upcoming

Activity: Weekly Informal Observations and Debriefings

Description: Mentor and Master teachers will conduct information observations and debrief with each teacher. The observations and comments will be based on the TAP rubric and the teacher's development plan.

Person Responsible	Timeline for Implementation	Resources
Davis, Adrienne	Start: 8/1/2009 Finish: 6/30/2012	\$638,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	35	1
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Imani Education Center CS / PEPS	<ul style="list-style-type: none"> School Entity 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Teacher will be rated on the TAP rubric. The rubric includes 26 indicators that rate the teachers (1) design and planning; (2) learning environment; and (3) instructional qualities. Debriefings will discuss the teacher's progress towards reaching exemplary on each indicator. (See the attached rubric to view the specific indicators)	TAP is a research-based program that works to develop and retain high quality of teachers. "TAP reviewed instructional guidelines and standards developed by numerous national and state teacher standards organizations and from this information developed its own set of standards for teacher accountability. The work reviewed included guidelines and standards developed by: The Interstate New Teacher Assessment and Support Consortium (INTASC) The National Board for Professional Teacher Standards Massachusetts' Principles for Effective Teaching California's Standards for the Teaching Profession Connecticut's Beginning Educator Support Program and The New Teacher Center's Developmental Continuum of Teacher Abilities" Each year it continues to incorporate new research and best practices they find. http://www.talentedteachers.org/policyresearch/policyresearch.taf?page=elements_ifa	<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 .

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

Educator Groups Which Will Participate in this Activity

Role	Grade Level
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • Other educational specialists 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5)

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions • Lesson modeling with mentoring • Journaling and reflecting 	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Review of participant lesson plans • Review of written reports summarizing instructional activity

Status: In Progress — Upcoming

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.

Activity: 4Sight Benchmarking

Description: Imani will administer 4Sight reading benchmarking assessment every six weeks and provide data to teachers within 48 hours

Person Responsible Timeline for Implementation Resources

Davis, Adrienne	Start: 1/1/2008	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Data Analysis - Professional Development

Description: IEC staff will receive professional development on disaggregating data to identify specific areas of student need. They will also develop strategies for using data to drive instruction in their classroom.

Person Responsible	Timeline for Implementation	Resources
Davis, Adrienne	Start: 8/1/2009 Finish: 6/30/2012	\$638,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	1	30
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Imani Education Circle CS	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
- Utilizing technology in the classroom - Understanding data driven analysis - Ability to use data to determine what skills and information students have mastered and which areas require additional instruction	Ruth Johnson in "Using Data to Close the Achievement Gap: How to Measure Equity in Our Schools" identifies six roles for data: (1) improving the quality of criteria used in problem solving and decision making; (2) describing institutional processes, practices, and progress in schools and districts; (3) examining institutional	<i>For classroom teachers, school counselors and education specialists:</i> • Increases the educator's <u>teaching skills</u> based on research on effective practice,

and intervention

belief systems underlying assumptions and behaviors; (4) mobilizing the school community for action; (5) monitoring implementation of changes; and (6) accountability.

Johnson's and other's research have found that the significant improvement in students' test scores if teachers are trained in effective data analysis.

with attention given to interventions for struggling students.

- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
<ul style="list-style-type: none">• Classroom teachers• Principals / asst. principals	<ul style="list-style-type: none">• Early childhood (preK-grade 3)• Middle (grades 6-8)• Elementary (grades 2-5)

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none">• Analysis of student work, with administrator and/or peers• Creating lessons to meet varied student learning styles• Peer-to-peer lesson discussions	<ul style="list-style-type: none">• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.• Student PSSA data• Standardized student assessment data other than the PSSA• Classroom student assessment data• Review of participant lesson plans

Status: In Progress — Upcoming

Activity: Formative and Summative Assessment - Professional Development

Description: Teachers will learn how to create and utilize formative assessments (pre-tests, exit slips, and quizzes) to inform instruction. They will also learn how to create and use summative assessments (exams and unit tests) to direct lesson plans.

Person Responsible	Timeline for Implementation	Resources
Davis, Adrienne	Start: 8/1/2009 Finish: 6/30/2012	\$638,000.00

Professional Development Activity Information

Number of Hours Per	Total Number of Sessions Per School	Estimated Number of
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Session	Year	Participants Per Year
3.00	2	30
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Imani Education Circle CS	<ul style="list-style-type: none"> School Entity 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
1) Difference between formative and summative assessments and the value of both in the school's assessment structure. 2) Formative assessment methods. 3) Analyzing and using formative assessment to inform instruction. 4) Writing objective aligned summative assessments. 5) Methods to share and invest students in academic growth.	Thomas Guskey states, "Teachers who develop useful assessments, provide corrective instruction, and give students second chances to demonstrate success can improve their instruction and help students learn" (How Classroom Assessments Can Improve Learning). By developing better assessment skills our teachers will help our students learn more effectively.	<i>For classroom teachers, school counselors and education specialists:</i> <ul style="list-style-type: none"> Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
<ul style="list-style-type: none"> Classroom teachers Principals / asst. principals Other educational specialists 	<ul style="list-style-type: none"> Early childhood (preK-grade 3) Middle (grades 6-8) Elementary (grades 2-5)

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers 	<ul style="list-style-type: none"> Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Teacher made tests (Analysis of teacher-made assessments)

- Analysis of tests

Status: In Progress — Upcoming

Strategy: Provide more hands-on learning experiences for the students.

Description: Teachers will provide hands-on learning activities, especially in math and science.

Activity: Everyday Math

Description: Everyday Math, developed by the University of Chicago, is based on the six strands of knowledge: Algebra; Data and Chance; Geometry; Measurement; Numeration and Order; Patterns, Functions, and Sequences; Operations; and Reference Frames. At each grade level, learning targets are identified for each of the six strands. The program provides real-world based problems and activities to be solved in small or whole groups.

Person Responsible Timeline for Implementation Resources

Davis, Adrienne	Start: 9/1/2008	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Strategy: Support Students with Special Needs

Description: Provide ongoing support for students with special needs (IEP, ELL, etc).

Activity: Comprehensive Student Assistance Program (CSAP)

Description: Imani 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.

Person Responsible Timeline for Implementation Resources

Fulton, Dr. Francine	Start: 8/1/2008	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Description: 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

None Selected	Start: 1/1/2008	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Saturday School

Description: 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

Fulton, Dr. Francine	Start: 1/1/2008	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Study Island

Description: 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

Fulton, Dr. Francine	Start: 1/1/2008	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Goal: Academic Performance - Science

Description: Although the state has not set a goal for the PSSA science exam we will continue to

Description: Imani is purchasing the FOSS Science kits for the 2009-2010 school year. The kit will provide hands-on learning opportunities for students in science in the following areas: fabric, weather, rocks and minerals, and electricity.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Science It's Elementary

Description: Through participation in Science It's Elementary, Imani implements science modules (Full Option Science System -- FOSS) to augment School District of Philadelphia Core Curriculum in grades K-6.

Person Responsible Timeline for Implementation Resources

Davis, Adrienne	Start: 8/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Goal: Academic Performance - Writing

Description: Although the state has not set an achievement target for the PSSA writing exam, we will continue to show improvement for grades 5 and 8 by decreasing the percentage of students scoring below proficiency by 5% over year prior.

Strategy: Writing Across the Curriculum

Description: Provide writing opportunities in all subjects.

Activity: Book Report

Description: Students in all grades reinforced their writing skills by completing a monthly book report. Reports were graded using a standard rubric aligned with PSSA. For example, students in the 7th and 8th grades read To Kill A Mocking Bird and were guided through various topics in relation to the book.

Person Responsible Timeline for Implementation Resources

Fulton, Dr. Francine Start: 9/1/2008 -
Finish: Ongoing

Status: In Progress — Upcoming

Activity: Poetry

Description: Students in K-8 analyzed a poem monthly. Teachers selected a poem for each grade level and the students were required to write reflections, discuss and memorize the poem. Each month, a group of students would be asked to recite the poem for the class. Discussions followed about the different interpretations that each student reflected in their performances.

Person Responsible Timeline for Implementation Resources

Fulton, Dr. Francine Start: 9/1/2008 -
Finish: Ongoing

Status: In Progress — Upcoming

Activity: Reading Response Journals

Description: Students completed a daily reading response. The reading topics were varied and included topics from all subjects. The journals reinforced the habit of writing daily and the importance of being able to express themselves through writing in all subjects.

Person Responsible Timeline for Implementation Resources

Fulton, Dr. Francine Start: 9/1/2008 -
Finish: Ongoing

Status: In Progress — Upcoming

Activity: Step Up to Writing

Description: Imani adopted the Step Up to Writing curriculum for the 2010-2011 school year. The Step Up to Writing® features research-based, validated strategies and activities that help students proficiently write narrative, personal narrative, and expository pieces; actively engage in reading materials for improved comprehension; and demonstrate competent study skills. The program: -Creates a common language and approach across grade levels and content areas - Provides models of student writing for teacher and student reference -Employs writing as a tool

for content learning -Explicitly connects reading and writing -Teaches all stages of the writing process, with an emphasis on planning -Provides tips specifically for kindergarten students in Primary Level

Person Responsible Timeline for Implementation Resources

Fulton, Dr. Francine Start: 8/1/2009 -
Finish: Ongoing

Status: In Progress — Upcoming

Goal: Achieving Mission and Vision of Imani

Description: We will create a community that embodies the mission of Imani and the Principles of MA'AT. As outlined in our value statement, we believe that all children can and will learn. We want to instill and practice the principles of MA'AT (Truth, Balance, Order, Reciprocity, Righteousness, Justice, and Harmony) so that are students grow to be productive members of their local and global communities. We also understand that parental participation is critical to student success.

Strategy: Parent Support

Description: Increase parental support.

Activity: Family and Teacher Nights

Description: Imani hosted monthly family and teacher nights that included a parent workshop, student performance and a meal. In 2009-10, workshops included tips for a great year, preparing for a shelter-in-place, how to set up a study area for your child, volunteering and why it's important, discipline and why it's important, and building parent/teacher relationships. In 2010-11, we will continue to hold these workshops for our parents.

Person Responsible Timeline for Implementation Resources

Fulton, Dr. Francine Start: 9/1/2008 -
Finish: Ongoing

Status: In Progress — Upcoming

Activity: Parent-Teacher Conferences

Description: Imani held parent-teacher conferences at the end of each grading period in 2009-10 and will continue to hold them in 2010-11. Teachers provide updates on student performance in

Activity: Historical Black Colleges and Universities Week

Description: Each classroom picked a different college or university and completed extensive research on the selected institution. Students and alumni from various colleges served as guest speakers throughout the week.

<u>Person Responsible</u>	<u>Timeline for Implementation</u>	<u>Resources</u>
Fulton, Dr. Francine	Start: 9/1/2008 Finish: Ongoing	-

Status: In Progress — Upcoming

Activity: Rites of Passage

Description: All grades participated during one 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.

<u>Person Responsible</u>	<u>Timeline for Implementation</u>	<u>Resources</u>
Fulton, Dr. Francine	Start: 9/1/2008 Finish: Ongoing	-

Status: In Progress — Upcoming

Statement of Quality Assurance

Charter school has met AYP.

There are currently no supporting documents selected for this section.

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

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. In the 2009-2010 school year, Imani also used Science It's Elementary to supplement the Science curriculum.

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 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 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 4Sight 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.

In 2009-10, Imani offered a tutoring program during the last period of each day. The students were given small group instruction in both reading and math. Within the classroom setting the teachers provided the students who needed it support in both reading and math. The teachers were given training on Decoding for reading and extra supports for mathematics.

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 is a learning activity aligned with the school's curriculum. In 2009-10, field trips included activities at the Please Touch Museum, Linvilla Orchard, the Philadelphia Zoo, the Philadelphia Art Museum, Morris Arboretum, a local watershed, etc. Nine students also participated in an expeditionary learning camping trip with six staff members in spring 2010.

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 three-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 is truly institutionalizing professional development at the school. Starting in January 2008, Imani began holding cluster group meetings on Thursdays. Cluster meetings continued in 2009-10. 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.

Copies of Imani's professional development and induction plan acceptance letters are attached.

Rigorous Instructional Program - Attachments

- IEC INDUCTION APPROVAL

- IEC PD APPROVAL

English Language Learners

Imani did not serve any English Language Learner (ELL) students in 2009-2010. 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.

The purpose of our ELL plan is to increase the English language proficiency of eligible students so that they can attain the statewide academic standards and achieve academic success.

Imani is prepared to implement a variety of ESL program models, including pull-out, push-in, and sheltered. To determine which educational approach(es) will be used for individual students, multiple factors are considered. These factors include, but are not limited to, English language proficiency data, other evaluation data that may be available, previous school records, teacher recommendations, parent recommendations, Principal/ESL Coordinator input, and Care Team plans.

Imani's ESL program is designed to provide a rich learning environment that is student-centered, developmentally-aligned, and research-based. The program is designed to:

1. Facilitate English language acquisition through communication skills of comprehension, listening, speaking, reading, and writing.
2. Ensure an effective and meaningful participation in regular education.
3. Facilitate the acculturation process in a complex society that is multicultural by exposing students to the customs, traditions, and expectations of their new environment.

Attached is a copy of our ELL Policy and our LEP report submitted to PDE.

English Language Learners - Attachments

- IEC ELL POLICY
- IEC LEP REPORT 09-10

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 60 hours of supervised service to the community. In 2009-2010, In 2009-10, students chose their place of service by an approved list. Some of the organizations suggested included: New Foundation, Harmonious Volunteer Center, Mothers in Charge, American Red Cross, Philabundance, Maplewood Manor Nursing Home, area churches, etc. Students had to write an essay as a capstone to their service learning experience. Additionally, 8th grade students had to participate in one of three day-long service learning project in 2009-10 — Philadelphia Cares Day (October 17, 2009), Philadelphia Marathon (November 23, 2009), or MLK Day of Service. 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.

In 2010, 27 eighth grade students graduated from Imani. 63% of our graduates will be attending charter schools in the fall (e.g. Imhotep Institute CS, Architecture & Design CS, and Eastern University Academy CS), 11% will be attending special admission high schools (e.g. Philadelphia HS for Girls, Saul HS for Agricultural Sciences, and Bodine), and 3.7% will be attending citywide admission high schools (e.g. Mastbaum).

Special Education

Imani provides a first class special education program for students with special needs. In 2009-2010, Imani served 49 special education students, representing 11% of our student population.

Imani employs 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

Imani's Special Ed Policies and CSAP Process are attached.

Special Education - Attachments

- IEC SPED POLICY
- IEC CSAP PROCESS

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 CS	10	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 (09/08/09 to 01/04/10)	.45	Resource Room	Imani Education Circle CS	20	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 (09/08/09 to 01/04/10)	.45	Resource Room	Imani Education Circle CS	20	The resource room teacher provides in-class support as well as pull-out to support the special education students and regular education teachers.

Nsmima Camara	.60	Resource Room	Imani Education Circle CS	40	The resource room teacher provides in-class support as well as pull-out to support the special education students and regular education teachers.
Danita Christmas	.30	Resource Room	Imani Education Circle CS	40	The resource room teacher provides in-class support as well as pull-out to support the special education students and regular education teachers.
Gwendolyn Washington-Smith	.10	Resources Room	Imani Education Circle CS	40	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
N-Psyt	.45	Regular Education Class, Resource Room, and Full-Time Self Contained Special Education Classes	Imani Education Circle Charter School	40	N-Psyt provides psychological service for IEC, as well as serves as members of the CSAP Team.
Catapult	.45	Regular Education Class, Resource Room, and Full-Time Self Contained Special Education Classes	Imani Education Circle Charter School	30	Catapult provides Speech Therapy to IEC.

Special Education Program Profile - Chart III

Title	Location	FTE
Kimyada Benson	Special Ed. Coordinator	.55
Aisha Waller	Special Ed. Coordinator	.55
Daniel Lee	Psychologist	.20
Barbara Still	Psychologist	.20
Nsima Camara	Special Ed. Coordinator	.60
Deon Allen	Special Ed. Assistant	.40
Talia Drummond	Behavior Specialist	.20
Eileen Katz	Occupational Therapist	.80
Abbey Spector	Speech Therapist	.80
Danita Christmas	Teacher	.30
Gwendolyn Washington-Smith	Instructional Assistant	.10

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
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Dr. Daniel Lee/Barbara Stills	School Psychologist	15 hrs.
Eileen Katz	Occupational Therapist	10 hrs.
Abbey Spector	Speech Therapist	24 hrs.

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
PSSA (Math and Reading)	No	No	No	Yes	Yes	Yes
Acuity Predictive (Math & Reading)	No	Yes	Yes	No	No	No
4Sight	No	No	No	Yes	Yes	Yes
PSSA (Science)	No	No	No	No	Yes	No
PSSA (Writing)	No	No	No	No	No	Yes

Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
PSSA (Math and Reading)	Yes	Yes	Yes	No	No	No	No
4Sight	Yes	Yes	Yes	No	No	No	No
PSSA (Science)	No	No	Yes	No	No	No	No
PSSA (Writing)	No	No	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.

Imani made AYP for the second consecutive year in 2009-2010. Imani has continually improved in student achievement over time, achieving AYP in 6 of the last 7 years. Over the past seven years Imani has improved both math and reading proficiency rates by over 30%. In math, proficiency increased from 12.6% to 47.2% in 2009-10. In 2009-2010, Imani's reading scores took declined moderately (from 54% in spring 2009 to 46.2% in spring 2010). However our predictive growth in reading (as calculated by the Growth Model) enabled us to meet the reading AYP performance target.

PSSA Proficiency Rates

School Year	Math	Reading

2009-2010	47.2%	46.2%
2008-09	44.8%	54%
2007-08	39.5%	44.1%
2006-07	36.5%	45.2%
2005-06	31.6%	35.4%
2004-05	32%	22.9%
2003-04	30%	21.8%
2002-03	12.6%	20.2%

Our academic goal stated in our 2007 Renewal Application was to increase our scores by 7%. Looking at the academic performance through the lens of our academic goals, we found that we have met our goal of increasing scores by 7% in reading. In math, we increased proficiency by over 5% so we only missed our target by less than two percentage points. Beyond increasing our overall proficiency we also increased the number of students that perform at the Advanced level in both subjects, while decreasing the percentage of students scoring below basic illustrating that we are both pushing our top students further and supporting our lowering achieving students. Below is a summary of our PSSA results in our current charter term.

Current Charter Term Performance: PSSA Math Results

Math					
School Year	Advanced and Proficient	PSSA Advanced	PSSA Proficient	PSSA Basic	PSSA Below Basic
2009-2010	47.2%	TBA	TBA	TBA	TBA
2008-2009	44.8%	13.5%	31.3%	29.7%	25.5%
2007-2008	39.5%	11.3%	28.2%	26.6%	33.9%

Current Charter Term Performance: PSSA Reading Results

Reading

School Year	Advanced and Proficient	PSSA Advanced	PSSA Proficient	PSSA Basic	PSSA Below Basic
2009-2010	46.2	TBA	TBA	TBA	TBA
2008-2009	54%	17.8%	36.3%	20.1%	25.9%
2007-2008	44.1%	12.4%	31.7%	26.9%	28.9%

Locally Developed Tests

In addition to the PSSA (and PASA when required) Imani uses benchmark testing internally as a form of measuring student progress and determining student test readiness. In 2009-10, Imani continued to use 4Sight benchmark, a product of Success for All Foundation, to assess students. 4Sight is used by 75% of the school districts in Pennsylvania and closely mirrors the PSSA in style, content, and rigor. Our students are assessed six times a year, and data are instantly gathered and compiled using a scanner, with teachers receiving data within 48 hours of testing. Teachers 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. These students are offered intervention such as tutoring, Saturday School, and additional Study Island help.

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.

Our students are tracked with our six week benchmark test. The teachers are responsible for keeping records on their students' progress in both reading and math. The teachers are also provided with a meeting time with our Master teachers. The Master teacher supports the teacher within his or her grade group, helping identify areas of need through the results of the benchmark test and design academic plans with strategies to support struggling students. Additionally, we are constantly reviewing classroom level assessment data, teacher interviews and observations, and student projects to determine how to better improve student achievement.

In 2009-10, Imani continued to use extensive data-driven decision making as it moved into its third year of the PEPS program. The PEPS leadership team and the school's Data Specialist used the data from the benchmark assessments and other assessments to identify specific topics covered during weekly cluster meetings and monthly staff development and determine in which areas individual teachers required peer mentoring.

Additionally, in compliance with the School District of Philadelphia's accountability model, Imani administered the Acuity Predictive Assessment in math and reading to students in grades 1-2 in spring 2010. At the time of report submission these test results were not available.

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.

Imani provides a wide array of interventions, including a tutoring program that was offered during the last period of the day. The students were given small group instruction in both reading and math. Within the classroom setting the teachers provided the students who needed it support in both reading and math. The teachers were given training on Decoding for reading and extra supports for mathematics.

Student Assessment - Attachment

- Imani AYP Report August 2010

Teacher Evaluation

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

In the second year of fully implementing the PEPS/TAP program, Imani's teacher evaluation plan continued from 2008-09. Teachers are 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.

In 2009-10, teachers received four formal evaluations 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 Adrienne K. Davis), in 2009-2010, the two master teachers, and three mentor teachers were 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, Ms. Davis received her Master's in Education Leadership in May 2010 and will receive her principal certification for the 2010-11 school year.

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 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 participates in PDE and PA Training and Technical Assistance Network (PaTTAN) trainings, especially in the area of special education. Aisha Waller, one of our TAP evaluators, has a Special Education teaching certificate.

Teacher Evaluation - Attachment

- IEC TAP RUBRIC

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

The school's Chief Executive Officer/Principal has remained constant since the inception of the school, with Dr. Francine Fulton serving in this position since 1999. One change did occur in the administration, Adrienne Davis replaced Crystal Nelson as the Chief Academic Officer for the 2009-2010 school year. Adrienne has a M.S. in Educational Leadership, and M.S. Special Education, and a B.S. in Early Childhood/Elementary Education. She has a State of Pennsylvania Teaching Certification Level Two and will receive her Principal K-12 certificate for 2010-11.

There were no changes within the school’s Board of Trustees in 2009-10.

Board of Trustees

<u>Name of Trustee</u>	<u>Office (if any)</u>
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 Officials Act, Board responsibilities, fiscal responsibilities, fiduciary responsibilities, supporting the leadership at the school, avoiding the tendency to "Micro Manage," etc. In 2009-2010, Imani Wazuri members and the CEO/Principal and other administrators participated in a variety of governance training, including

- Pennsylvania Department of Education Charter School Conference (November 5, 2009), which included sessions on the standards-aligned system and school improvement strategies.
- PA Coalition of Charter School's Leadership Institute (April 30 to May 2, 2010), which included sessions on ethics, accountability, school reform, and legal obligations of charter school boards and operators.

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

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 (i.e. Board of Trustees) 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 meetings. Board meetings are public and are advertised in accordance with the Sunshine Act. 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 schedule of the 2010-2011 Wazuri meeting dates and times is attached.

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 2009-2010, 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 2007-08, 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. Our collaboration has continued throughout the 2009-10 school as we continue with PEPS.

Finally, Imani's CEO/Principal Dr. Francine Fulton is a Board member 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 as well as discussions related to the renewal process, enrollment modification requests, and the establishment of a charter school performance index.

Coordination of the Governance and Management of the School - Attachments

- IEC BOT MEETING SCHEDULE 10-11
- IEC SUNSHINE NOTICE 10-11

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 Gani*.

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 partners include 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 PNC, Germantown Branch, Imani is constantly forging relationships that involve the community in our school and our school in the community.

Two innovative partnerships in 2009-10 included:

- **University of Pennsylvania Museum**

Beginning in 2009-10, Imani began partnering with Penn's award-winning Museum on the Go educational program, which brings ancient and traditional cultures into Philadelphia schools. Using artifacts from the collections of the Penn Museum, a hands-on mini-museum is created in the classroom by trained Mobile Guides. Students have an opportunity to learn through doing. Examples include, grinding wheat in an Egyptian stone mortar and trying on authentic period clothes. Lessons include presentations on Africa, Ancient Egypt, and Native Americans. This partnership has been an important component of our social studies curriculum.

- **KαBOOM!**

In 2009-10, Imani celebrated a new partnership with KaBOOM!, a non-profit who's mission to create great play spaces through the participation and leadership of communities. With KaBOOM!'s assistance we built a new playground whose design will include the input and sweat equity of our students, staff, parents, and community members. On June 12, 2010, over 200 volunteers (staff, parents, community members, and our educational partners) gathered together to construct our new playground. The playground that stands today is a testament to the hard work and generous contributions of the entire Imani Family, including sponsorship by The Knight Foundation.

Imani has a school-linked, school-based parental information center that provides training, information, and support to parents, students, and organizations that work with parents, to implement parental involvement strategies that lead to improvements in student academic achievement.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

In 2009-10, Imani conducted a number of fund-raising activities, many of which were parent led. These fundraisers included school pictures, Prince and Princess Ball, bookfair, student sales including Cherrydale, and dress down days. The total amount raised from these efforts was over \$10,000. The proceeds went to various student activities and projects (including the playground below).

Through work with KaBOOM!, Imani received a grant for playground structure valued at \$80,000, funded largely from The Knight Foundation and a \$10,500 grant from the City of Philadelphia's Health Department. Imani was responsible for providing \$16,500 of the funding, which we offset with \$2,500 in individual and corporate sponsors and schoolwide fundraising in the amount of \$4,500.

Additionally, Imani aggressively pursues grant funding to supplement our educational programming. For example, in 2009-10 Imani, in addition to the aforementioned KaBOOM! grant, received a Science It's Elementary grant from the Pennsylvania Department of Education that is providing the school with valuable professional development and curriculum materials.

Fiscal Solvency Policies

Imani understands that a healthy fund balance is a key indicator of a school's financial position, since it represents things such as cash flow, as a cushion against unanticipated expenditures, enrollment declines, funding deficiencies and aid prorations at the state level and similar unforeseen problems.

At the end of 2008-09, Imani changed business management companies from Charter School Choice to OmniVest Properties Management, LLC (an education management company) to provide back-office support and ongoing financial planning services. The school's on-site Business Manager employs a rigorous purchase order and budget-tracking process to ensure that all expenditures are within the established departmental budgets. OmniVest will prepare monthly financial packets to be shared with the school administration and Board treasurer and be presented to the full Board of Trustees at the monthly, public Board meetings. These packets track actual revenues and expenditures versus the budget, to ensure that any abnormalities are recognized and addressed promptly. OmniVest has also work closely with the Board in developing a five-year strategic fiscal plan to improve the school's fiscal solvency. Throughout 2009-10, Imani performed better than the budget due to its new fiscal policies. However, two extraordinary events resulting in increased contracted services and a repayment of lease reimbursement funds from previous years, prevented the school from achieving a budget surplus in 2009-10.

In spring 2010, OmniVest worked with the Wazuri and Senior Management to create a budget for 2010-11. They walked through each line of the budget to create a realistic and practical forecast for the upcoming year. Additionally, OmniVest provided a cash flow analysis and a daily/weekly/monthly look ahead. These reports along with its purchase order system will help to ensure that Imani ends the 2010-fiscal year with a positive fund balance.

Accounting System

Since June 2009, Imani has contracted with OmniVest Properties Management, LLC to provide its back office and fiscal management services.

OmniVest ensures that the general ledger structure and account classifications are in accordance with the Pennsylvania Department of Education guidelines. Imani also utilizes OmniVest Management, LLC's internal controls and procedures, which include annual and

monthly budgeting, cash management, general ledger control, monthly financial reporting, and account reconciliation. The accounting software system used is QuickBooks Premier Accountant Edition 2010. This software is customized with the Pennsylvania State Chart of Accounts for Pennsylvania Public Schools. The school is 100 percent compliant with the Pennsylvania State Chart of Accounts for PA Public Schools. All of 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).

Preliminary Statements of Revenues, Expenditures & Fund Balances

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

- IEC PRELIMINARY STATEMENTS 09-10

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, 2010. This audit report for fiscal year ended June 30, 2010 is expected to be completed in fall 2010. 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.

To date, the school has an audit report for each fiscal year through June 30, 2009. The Independent Auditor's Report for fiscal year ending June 30, 2009 (including the Management's Discussion and Analysis) is attached to this report. It was prepared by Siegal and Drossner, PC and completed on January 22, 2010. 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. Additionally, the School's financial statements were found to be free of material misstatements. There were no findings associated with this audit.

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

- IEC AUDIT 08-09
- IEC AUDIT ENGAGEMENT 09-10

Citations and follow-up actions for any State Audit Report

Imani did not undergo a state audit conducted by the Auditor General in 2008-2009 or, to date, for 2009-2010. Imani forwarded our Financial Statements and Supplementary Information for the year ended June 30, 2009 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

As mentioned previously, in June 2010, 200 volunteers came together to construct and install an \$80,000 playground and green space at Imani, funded predominantly through a grant from KaBOOM! and The Knight Foundation. Other capital expenditures consisted of minor leasehold improvements, upgrades to physical education equipment (e.g. basketball backboard, electronic group fitness training stations and dance pads — \$47K) as well as technology investments, including a MAC mobile lab with 30 laptops (\$32K); white boards, smart classroom resources such as 10 Lady Bug visual presenters, carts, projectors and portable screens (\$20K); laptops and docking stations for all teachers (\$33K); and audiovisual upgrades to common meeting/multipurpose area including projector, television electronic screen, speakers (\$14K); a hands-on, mobile science demonstration table (\$1,660); and an upgraded student information system. These equipment purchases, along with significant investment in new curriculum materials, were funded predominantly through ARRA/Stimulus funding.

Future Facility Plans and Other Capital Needs

In 2010-2011, Imani plans on purchasing a new roof and interior lighting. We intend to put less lighting in the hallways to make the school more energy efficient. We also plan on giving the front of the building a facelift (already have new doors), and are going to overhaul the HVAC System.

The technology purchased at the end of the 2009-10 school year using Title I ARRA funding will be installed and fully functional for our students by the beginning of the 2010-11 school year.

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 2009-2010, 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. The PDE-4101 Certification of Fulfillment of Fire Drill and School Bus Emergency Evacuation Drill Requirements for 2009-2010 is attached to this report.

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 2009-2010 must be submitted by Imani to the Division of School Health in September 2010. At the time of this report's submission, Imani had not submitted the 2009-2010 reimbursement form, but evidence of 2008-09's report submission is attached to this report.

In 2009-10 Imani added to our health and wellness program by implementing the SAM Program (Sex Can Wait), an abstinence education curriculum for our middle school students, and DARE (Drug Abuse Resistance Education), a nationally recognized program that provides children with

the skills needed to recognize and resist the subtle and overt pressures that cause them to experiment with drugs or become involved in gangs or violent activities.

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.

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

- IEC WELLNESS POLICY
- IEC HLTH.REIMB. RECEIPT 08-09
- IEC PDE-4101 09-10

Current School Insurance Coverage Policies and Programs

For the 2009-10 school year, Imani procured liability insurance coverage through the insurance brokerage firm Boardman Hamilton Company as detailed in the 2009-10 ACORD Certificate of Liability Insurance. This policy covered the period from 07/01/2009 to 07/01/2010.

For the 2010-11 school year, the School District of Philadelphia's insurance requirements for charter schools have been revised. These changes include increases in coverage in Fire Damage or Fire Legal Liability, in Employer's Liability per each accident/bodily injury by accident or by disease, and in Excess/Umbrella Liability. Our new insurance policy (effective 7/1/10) meets these new requirements.

For the 2010-2011 school year, Imani procured liability insurance coverage through the insurance brokerage firm Boardman Hamilton Company as follows:

- Commercial general liability — \$1,000,000 occurrence; \$2 million aggregate.
- 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
- Educator's legal liability (including directors & officers liability) — \$1,000,000/\$2,000,000
- Automobile liability — \$1,000,000
- Excess liability/umbrella — \$5,000,000
- Workers compensation & employers' liability — \$500,000 each accident-bodily injury by accident and each employee-bodily injury by disease.
- Educator's legal liability (including directors & officers liability) — \$1,000,000/\$2,000,000

A copy of the 2009-10 and 2010-11 ACORD Certificates of Liability Insurance are attached to this report. 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 2009-2010, two medical insurance options were available to Imani's full-time employees — Independence Blue Cross Keystone Health Plan East HMO (standard) and Independence Blue Cross Personal Choice Plan (offered as an employee "buy-up" option). Dental coverage was provided with Met Life Dental.

Current School Insurance Coverage Policies and Programs - Attachments

- IEC ACORD 09-10
- IEC ACORD 10-11

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

In 2009-10 Imani began the school year with 36 professional staff members, of whom 23 (64%) were returning from 2008-09. 32 of the 36 initial staff members stayed with Imani through the entire school year (89%). We met the Act 22 of 1997 certification requirement, with 75% of our professional staff holding the appropriate certification. One trend of note is the higher than normal teacher attrition from year to year. This is due to Imani's aggressive effort to ensure that all of our teachers meet certification and HQT requirements in an expeditiously. Teachers who consistently fail to meet certification requirements are strategically being replaced by certified professionals.

A copy of Imani's PDE-414 Certification Verification Form is attached to this report, as well as the LEA Staff Report from PIMS.

Quality of Teaching and Other Staff - Attachments

- IEC PDE-414 09-10
- IEC LEA STAFF PROFILE 09-10

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.

For the 2009-2010 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 2009-2010, enrollment was extended to the highest ranked student on the waiting list in the grade with the corresponding opening.

For the upcoming school year (2010-2011), the number of applicants again exceeded the number of available seats in the school, and, as such, a lottery was conducted in March 2010. There are presently over 500 students on our waiting list.

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

For 2009-2010, only students who would be 5 years-old by September 1, 2009 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	44	0	4	48
First	54	2	0	52
Second	48	2	0	46
Third	71	1	1	71
Fourth	69	0	0	69
Fifth	49	4	0	45
Sixth	65	1	0	64
Seventh	30	1	0	29
Eighth	28	1	0	27
Totals	458	12	5	451

The students who withdrew from Imani transferred out-of-state, to private schools, and to other Philadelphia charter and public schools.

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

419 of the eligible 451 students enrolled at the end of the 2009-2010 school year (93%) have re-enrolled for 2010-2011.

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

All 12 withdrawals in 2009-2010 were voluntary. No students were expelled in 2009-2010 b)

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 2008-2009, Imani continued to improve student retention, with only 12 students withdrawing during the year, compared to 18 in 2008-2009, 22 students in 2007-2008, and with 100 students 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. This is illustrated by the 98.5% re-enrollment we experienced in fall 2009 and the still exemplary 93% re-enrollment rate we are expecting in fall 2010. We attribute the high percentages 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

- **IEC 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

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 79% of our students qualifying for free or reduced lunch. Federal government guidelines are used to determine eligibility for free, reduced, or paid lunch. If a parent does not complete an application and we find that a child is not receiving lunch nor brings lunch the principal or other authorized staff will complete an application for the child to receive free 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.

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 are attached to this report.

Additionally, within the Special Education Policies previously attached, Imani details specific disciplinary procedures related to students with special needs. Please refer to pages 73 to 77 of this document for these procedures, which includes the procedures for change of placement and manifestation determinations.

Due Process:

Imani's disciplinary process was developed with the assistance of its legal counsel to ensure compliance with Chapters 12 and 13 of the Public School Code. Specific attention has been given to ensuring due process for special education and regular education students facing suspension of 4-10 days or expulsion. Our due process procedures follow below:

Due Process for Informal Suspension Hearings

In suspensions of four to ten days at Imani, parents and students have the right to an informal hearing. The informal hearing is meant to encourage the student's parents/guardians to meet with the CEO or her designee to discuss ways by which future offenses can be avoided.

The steps below are followed to ensure due process:

- The student and the parent/guardian are notified in writing the reasons for the suspension.
- Parents are provided with sufficient notice of the time and place of the informal hearing.
- Students have the right to question any witnesses present at the hearing, and has the right to speak and produce witnesses on his/her own behalf.
- The informal hearing is held within the first 5 days of the suspension.

Due Process Expulsion Procedures

A Board decision is required to expel a student. Expulsion is exclusion from school for more than 10 days. All expulsions require a prior formal hearing. During the period prior to the hearing and decision of the Board of Trustees in an expulsion case, the student, unless on suspension, shall be placed in his normal class except; if it is determined after an informal hearing that a student's presence in his normal class would constitute a threat to the health, safety, morals, or welfare of others and if it not possible to hold a formal hearing within the period of a suspension, the student may be excluded from school for more than 10 school days, if the formal hearing is not unreasonably delayed.

The steps below are followed to ensure due process:

- Notification of the charges will be sent to the student's parents/guardian by certified mail.
- Parents will be provided with sufficient notice of the time and place of the hearing.
- The hearing will be held in private unless the student or parent requests a public hearing.
- The student will have the right to be represented by counsel.
- The student will have the right to be notified of the names of the witnesses against the student, and copies of the statements and affidavits, if any, of those witnesses.
- The student will have the right to request that any such witnesses appear in person and answer questions or be cross-examined.

- The student will have the right to testify and present witnesses on his own behalf.
- A record will be kept of the hearing, either by stenographer or by tape recorder.
- The proceeding will be held with all reasonable speed.
- In the event the student is dissatisfied with the results of the hearing, an appeal may be filed in accordance with the Local Agency Law to the Court of Common Pleas within thirty (30) days of receipt of the Adjudication. If it is alleged that a constitutional issue is involved, the student may be able to file a claim for relief in the Federal District Court. The student and their parents/guardian will be apprised of these rights.

Description of the Due Process Hearing

At the beginning of the hearing, a duly authorized committee of the Board, or a duly qualified hearing examiner, who need not be a member of the Board, but whose adjudication must be approved by the Board (herein called Hearing Officer) shall inform the student and the student's representative(s) that:

The School's and the student's representatives shall have the right to examine and cross-examine witnesses; the student has the privilege against self-incrimination, but that if the student does testify, he/she shall be subject to cross examination; the charter school has the burden of proving the charges by a preponderance of credible evidence; a transcript of the proceedings shall be maintained and made available to the student's representative upon request; and the hearing shall be private or open to the public, as determined by the student's representative.

The person conducting the hearing shall not have intimate knowledge of the details of the charges to assure an impartial, unbiased hearing of the case.

The Hearing Officer shall inform the parties that:

- The case will proceed by having the school present its evidence through witnesses and other evidence first;
- The school's witnesses shall be subject to cross-examination by the student's representative; and
- The student will then have the opportunity to present witnesses on his/her behalf, subject to cross-examination by the school's representative.

Following the conclusion of the testimony and the introduction of other evidence matters, the parties shall be afforded the opportunity to present oral arguments to the Hearing Officer indicating the reasons why the charges should be sustained or dismissed. The Hearing Officer shall then reach findings of fact upon the charges.

In the event that one or more of the charges is sustained, the Hearing Officer shall then entertain statements from the parties regarding the appropriate penalty outcome. In the event that the parent and/or the student, in an appropriate case, have been served with a copy of the student's past disciplinary anecdotal record in a timely fashion, for consideration at the hearing, such record may be considered by the Hearing Officer in determining an appropriate penalty. The incidents contained within the past anecdotal record shall be subject to proof to the extent that they are denied by the student, as expressed by the student's representative.

The Hearing Officer, upon the conclusion of the portion of the proceeding dealing with penalty determinations, shall make findings of fact and penalty recommendations, if any, to the person or body which designated him/her immediately upon the conclusion of the long-term suspension hearing.

The Board shall make its own findings of fact and penalty decision, by adopting those of the designated Hearing Officer, where applicable, in whole or in part, or by reaching independent findings of fact and penalty determinations. This process shall be concluded at an open public board meeting, reasonable notice of which shall be provided to the parent prior to the meeting.

The Board's decision (Adjudication) will be communicated to the parent within five days of the Board meeting.

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 2009-2010, 99 students (21% of our student body) were involved in 165 suspension incidents, and no students were expelled. This is a 3% decrease from the number of suspensions in 2008-2009 (109) and a 40% decrease from the number of suspensions two years ago in 2007-2008.

These are the results from our reiteration of 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.

Student Conduct - Attachments

- IEC DISCIPLINE POLICY
- IEC CODE OF CONDUCT

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2010

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
2009 - 2010 Annual Report for Pennsylvania Charter Schools

Date

**Verify that all DATA reports to PDE are
complete YES _____ NO _____**

Assurance for Compliance with the Public Official & Employee Ethics Act

The original Public Official and Employee Ethics Act (the “Ethics Act”) was amended and reenacted in 1989 by Act 9 of 1989 and in 1998 by Act 93 of 1998. (See Act 9 of 1989, 65 P.S. §401, et seq. and Act 93 of 1998, Chapter 11, 65 Pa.c.s. §1101 et seq.) The Act provides that public office is a public trust and that any effort to realize personal financial gain through public office is a violation of that trust. The Act was passed to strengthen the faith and confidence of the people of the Commonwealth in their government. The Act established the State Ethics Commission to administer and enforce the provisions of the Act and to provide guidance regarding the standards established by the Act.

The Imani Education Circle CS assures that it will comply with the requirements of the Public Official and Employee Ethics Act (the “Ethics Act”) and with the policies, regulations and procedures of the Pennsylvania State Ethics Commission. Additional information about the “Ethics Act” is available on the Ethics Commission's website at: <http://www.ethics.state.pa.us/ethics/site/>

The assurance must be signed by the Chief Executive Officer and Board of Trustees President of the charter school.

Identify the charter school's Chief Executive Officer.

Name: Dr. Francine Fulton **Title:** Chief Executive Officer

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: Ms. 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: Ms. Adrienne Davis **Title:** Chief Academic Officer

Phone: 215-713-9240 **Fax:** 215-848-5898

E-mail: adavis@imanicircle.org

Signature of the Special Education Contact Person and Date

Signature Page - Attachment

- IEC SIGNATURE PAGE 09-10