
Pennsylvania Department of Education



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

Charter Annual Report
Tuesday, May 07, 2013
(Last Accepted: Friday, November 04, 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 2011 - 2012

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: 83% **Total Instructional Staff:** 29 teachers (including spec. ed. & specialty)

Student/Teacher Ratio: 25:1 maximum, 16:1 in 2011-2012 **Student Waiting List:** 285

Attendance Rate/Percentage: 92.5%

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

Summary Data Part II

Enrollment: 458 (ADM) Per Pupil Subsidy: Reg. Ed. = \$8,773 Spec. Ed. = \$19,422

Student Profile

| | |
|---------------------------------|-------|
| American Indian/Alaskan Native: | 0.22% |
| Asian/Pacific Islander: | 0.00% |
| Black (Non-Hispanic): | 97.6% |
| Hispanic: | 0.87% |
| White (Non-Hispanic): | 0.44% |
| Multicultural: | 0.87% |

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 78.8%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 42

Instructional Days and Hours

| Number of: | K (AM) | K (PM) | K (F.Time) | Elem. | Middle. | Sec. | Total |
|---------------------|--------|--------|------------|-------|---------|------|-------|
| Instructional Days | 0 | 0 | 179 | 179 | 179 | 0 | 179 |
| Instructional Hours | 0 | 0 | 1093 | 1093 | 1093 | 0 | 1093 |

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.

High student academic achievement is the primary goal of Imani Education Circle (IEC) Charter School. At Imani, named for the seventh principle of Kwanzaa, which means "faith," there is a profound and enduring belief in and commitment to all that is of value to us as a family, community, people, and culture. 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. IEC recognizes the importance of providing an environment that promotes intellectual, personal and social growth, equipping our children to succeed in an ever changing world. In order to achieve this goal, we will provide our students with an environment that will:

- Offer a challenging academic program by emphasizing basic skills and fundamentals, while encouraging critical thinking and study skills;
- Promote high standards and expectations for student learning and teacher instruction;
- Offer a coordinated and integrated curriculum;
- Stimulate and encourage a thirst for lifelong learning;
- Encourage students to assume responsibility and consider consequences for their own actions;
- Provide a safe, calm, disciplined place where students can discover and develop their own talents to allow the spirit of unity (umoya) to prevail;
- Offer an educational program that will allow for the study of African history and culture;
- Offer a program that will allow students to use technological resources available in the school and the community to pursue mastery of academic standards;
- Help students to become skilled readers and writers;
- Help students to develop skills that will enable them to resolve conflicts in a peaceful manner; and,
- Learn and practice the principals of MA'AT and the NGUZO SABA.

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, and 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 rigorous content delivered in a rigorous manner.

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

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 strengths and weaknesses we have identified:

Strengths:

CONTINUED TEACHER EVALUATION (based on TAP Evaluation Model) — Although funding for the Philly TAP grant that helped establish Imani’s current teacher evaluation system concluded at the end of the 2010-2011 school year, the school has implemented a customized system that retains many of the best practices promoted in the TAP model. There were four teacher evaluations throughout the year - 3 using TAP rubric and one using the PDE formal evaluation form. The intention is to continually 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. Through the TAP program our teachers have built a learning community that in a team format analyzes data and identifies best practices that improve student performance. Further the frequent observations and feedback push our teachers drive instruction towards academic goals and improve their teaching practices. As a part of this overall process, Imani incorporates:

- **Multiple Career Paths** — In the spirit of the TAP model, Imani will continue to allow 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 one master teacher and three mentor teachers who will provide instructional leadership at the school.
- **Ongoing Applied Professional Growth** — 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. Ongoing Applied Professional Growth 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 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. Imani will continue to provide performance-based compensation.

Imani’s past involvement with TAP provided them 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. In 2010, Imani received the highly selective TAP School of Promise Award from the National Institute for Excellence in Teaching for significant achievement in the implementation of TAP, one of only three schools nationwide to receive this recognition.

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 worked 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 2011-2012 included:

- **Rites of Passage** — Students at all grade levels participate in the Rites of Passage special weekly. 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** — Proving early introduction to colleges and universities. 8th graders learned about financial aid, took walking tours and met with program heads over five days at four different colleges (Temple, Drexel, Arcadia, Chestnut Hill). 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.

IMPROVED PARENT ENGAGEMENT — At Imani, we believe parents are the first teachers in a child's life; therefore, we encourage parents to play an active role in the academic and extra-curricular endeavors of their child. Imani strives to have all parents help their children set goals, check homework and assignments, meet with teachers, and visit the school to ensure a successful school/parent partnership. Additionally, we encourage parents to read to their children for 20 minutes nightly and parents are expected to volunteer at least two hours per school year. In 2011-2012, Imani continued the second year of implementing the CLUES (Community of Learning for Urban Education and Sciences) 5-year program. The CLUES program focuses on teaching science to families in communities of the Philadelphia-Camden region. Its goals are creating a new model for community-led science learning and environmental action

for families; developing a training program to build educational leadership within the CBOs; empowering CBO-based educators to direct the focus and content of science programming; and supporting ongoing collaboration among families, community-based education leaders, and museums. Families have access to family passes that allow them to explore the Academy for Aquatic Sciences, The Franklin Institute Science Museum, the Philadelphia Zoo, and the Academy of Natural Sciences for free. Families get to keep the pass for two weeks before returning it to the school for another family to use. Other parent engagement activities in 2011-2012 included: PSSA Mock-Testing for parents, performances from the student Clef Club, village meetings, Philly Cares Day, Fashion Show, Book Fair, Dr. Fulton Day, Healthy Start (New Year), etc.

EFFECTIVE HIGH SCHOOL PLANNING — Imani is committed to the academic future of every student. This includes ensuring that each student attains the appropriate high school placement. The school invites representatives from a variety of high schools (based on student interest) to present to all 8th grade students and the top ten 7th grade students. Starting in the 7th grade, the school guidance counselor meets with the class as a group twice throughout the school year to discuss what they should be doing to prepare for their 8th grade year in order to get a jump start on the high school planning process. The guidance counselor meets individually with each 8th grade student (and their parents) at the beginning of the year to go over their grades and PSSA scores and identify any areas of weakness they need to address to get into their desired school. In that meeting, they look at the schools they may be interested in and schools where they may be a good fit or qualify for entry. Imani's guidance counselor supports students and their families throughout the application process, reviewing essays and following up on the application entries.

Opportunities for Improvement:

Continued Academic Growth in Math & Reading — In 2011-2012 school year marked the 12th year of operation of the Imani Education Circle Charter School. While Imani students have made significant gains in proficiency over our last two charter terms, we have room for growth and are committed to ensuring all of our students achieve their best. Having an AYP status of "Warning" in 2010-2011, we assembled a team consisting of the school Principal, Curriculum Specialist (Master Teacher), three Mentor teachers, Data Specialist, and Director of School Culture to develop a School Improvement Plan for submission to PDE. Missing the AYP growth targets by a narrow margin in 2011-2012 has placed us in School Improvement I AYP status. With the goal of accelerating student achievement growth, we will carefully analyze this year's PSSA data and refine our School Improvement Plan accordingly prior to submission. Currently, the team has prioritized the following four goals:

1. Use the school's resources to effectively address instructional priorities that are aligned with the school's vision and mission.
2. Consistently implement the standards-aligned curricula across all classrooms for all students.
3. Partner with families and the community to support student participation in the learning process.

4. Ensure students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

Prior to the 2012-2013 school year, the leadership team will articulate our specific actions for improving student achievement and submit the School Improvement Plan to PDE for approval. At the least, these plans will include: ongoing professional development to ensure teachers implement the standards-aligned curriculum with fidelity; ongoing progress monitoring to ensure accurate identification of students at-risk of failure; and plans for effective parent and community engagement.

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."

This group meets formally and informally throughout the year to develop and implement strategic improvements to the school; to monitor the implementation of our strategic plans for professional education and teacher induction; to develop strategic plans in educational technology and student services; and to prepare the annual report. Furthermore, Imani conducts a continuous strategic planning process whereby assessments of our program are made and revisions adopted as necessary in the format of our Charter School Annual Report and in other strategic documents as required (e.g., Title I School Wide Plan, Professional Education Plan, Technology Education Plan).

Additionally, the school's strategic planning group met to develop a School Improvement Plan in the summer 2012. The committee examined the following data for the development of this plan:

- PSSA Spring 2011 test scores for mathematics and reading (grades 3-8) and a multi-year analysis as well as PSSA Spring 2011 test scores for writing (grade 5 and 8) and science (grade 4 and 8). Preliminary PSSA Spring 2012 math, reading, writing, and science scores.
- 4Sight benchmark assessment scores (grades 3-8)
- Student course grades in core academic subjects are reported by teachers
- Student behavior, attendance, and tardiness data
- Parent, student, and teacher feedback on surveys

- Review of teacher credentials (i.e. certification, education level, “highly qualified” status) and professional development needs
- Review of teacher observation records
- Review of State standards and No Child Left Behind (NCLB) requirements

Starting in the summer 2012, and continuing throughout the school year, this group will meet frequently to develop our 5-year plan for inclusion in our charter renewal application. Through this frequent progress monitoring, Imani Education Circle Charter School ensures that we continue to effectively meet student needs and can quickly refine our plan interventions on up-to-date student data.

Strategic Planning Committee

| Name | Affiliation | Membership Category | Appointed By |
|----------------------|----------------------------|--|-------------------------|
| Anderson, Rhonda | Imani | Business Representative | Board of Trustees |
| Blue, Betty | BluHawk Uniforms | Community Representative | Board of Trustees |
| Byrd, Mia | Imani Parent | Parent | Board of Trustees |
| Camara, Nsima | N-PSY-T | Special Education Representative | Board of Trustees |
| Dashields, Melissa | Imani – Teacher | Elementary School Teacher | Teachers |
| Davis, Adrienne | Imani - Principal | Administrator | CEO |
| Destefano, Cheryl | Imani | Ed Specialist - Instructional Technology | Educational Specialists |
| Fair, Anthony | Imani - Parent | Parent | Board of Trustees |
| Frye-Thompson, Dana | Imani - Teacher | Middle School Teacher | Teachers |
| 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 |
| Hoyle, Earlene | Imani - Secretary | Other | CEO |
| Lee, Dr. Daniel | N-PSY-T | Ed Specialist - School Psychologist | Educational Specialist |
| Lemmon, Tamra | Imani - School Counselor | Ed Specialist - School Psychologist | Ed Specialists |
| 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 |
| Stagias, Nicole | Imani - Teacher | Special Education Teacher | Teachers |
| Sumlin, Marva | Imani - Teacher | Middle School Teacher | Teachers |
| Wilkins, Kim | Imani - Master Teacher | Administrator | Administration |

Goals, Strategies and Activities

Goal: Academic Performance - Math and Reading

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

Math

2012-2013 - 90% 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.

2013-2014 - 100% 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

2012-2013 - 92% 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.

2013-2014 - 100% 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.

Strategy: Celebrate Student Success

Description: In 2010-2011, Imani was committed to giving credit where credit is due and supporting and recognizing the positive behaviors and actions of Imani students.

Activity: Elementary and Junior National Honor Society

Description: In 2011-2012, Imani received the certification to run an Elementary and Junior National Honor Society. This year, approximately 90 students throughout the school met the national criteria and were inducted into NHS. In previous years, Imani had a Straight "A" Scholars group as well as Team Excellence. The activities of these groups are now carried out with the Elementary and Junior NHS students. This includes academic enrichment activities (trips to library, group and research projects, discussions/debates), academically competitive games and activities, leadership skills activities, and community service activities (Elementary NHS helped clean up the neighborhood and Jr. NHS made bracelets for to sell for St. Judes Hospital).

Person Responsible Timeline for Implementation Resources

| | | |
|----------------------|------------------|---|
| Fulton, Dr. Francine | Start: 3/11/2011 | - |
| | Finish: Ongoing | |

Status: In Progress — Upcoming

Strategy: Effective Instruction

Description: Student achievement depends on high quality teaching. Imani teachers will employ a wide variety of teaching methods and use standards-aligned instructional materials to raise student achievement among all our students.

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: Ongoing Institutionalized Professional Development

Description: In 2010-2011, Imani completed their final year in the Promoting Excellence in Philadelphia Schools (PEPS) Program. In 2011-2012, the school maintained many of the successful strategies from the 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.

It is the implementation of the PEPS program at Imani that is truly institutionalized professional development at the school. Since 2008, Imani has used cluster groups as the basic unit for teacher professional growth. In 2011-2012, the cluster groups were renamed professional learning communities where teachers meet to focus intently on student needs and working in instructional improvement to improve student achievement. With an emphasis on coaching and applied teaching practices, the professional development system at Imani pushes teachers to their highest potential. There is a clear and consistent platform for the elements of effective instruction, learning environments and assessments. Highly experienced and skilled teachers support the younger teachers by sharing best practices, engaging in rich dialogue that invigorates discovery and self-reflection, and holds teachers accountable for their students' successes.

Person Responsible Timeline for Implementation Resources

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

Status: In Progress — Upcoming

Activity: SuperKids

Description: In 2011-2012, Imani expanded the Rowland Reading Foundation's Superkids program in the K-2nd grade (from a K pilot in 2010-2011). Superkids is a phonics-based, comprehensive, core language arts curriculum intended just for the primary grades and is aligned to PA state standards. The key to the program's success is its systematic and explicit phonics instruction that provides the foundation from which all other reading skills evolve. Superkids provides careful, explicit instruction in the complete sequence of skills students need to become proficient readers. Lessons are provided in a spiraling sequence.

Person Responsible Timeline for Implementation Resources

| | | |
|-----------------|-----------------|---|
| Davis, Adrienne | Start: 9/1/2010 | - |
| | 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: Student Grouping Strategies - Professional Development

Description: Teachers will learn various methods and strategies for grouping students (whole group, small group, hetero/homogenous, etc.). Teachers will learn the importance of grouping students and will learn how to facilitate within each type of group and differentiate instruction for varying levels of learners.

| Person Responsible | Timeline for Implementation | Resources |
|---------------------------|--------------------------------------|------------------|
| Davis, Adrienne | Start: 8/1/2011 Finish: 6/30/2014 | - |

Professional Development Activity Information

| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
|---|---|---|
| 3.00 | 3 | 30 |
| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |

Imani Education Circle Charter School

- School Entity

Approved

| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
|---|---|--|
| <p>Teachers will: 1) Understand the different instructional grouping arrangements (either whole class, small groups, pairs, individuals; hetero-or homogenous ability); 2) Learn how to enhance student understanding and learning efficiency through instructional grouping arrangements; 3) Learn how to facilitate group work through student roles, responsibilities, and group work expectations; 4) Learn how to hold students accountable through a mixed of joint and individual grades.</p> | <p>Research shows that students learn better and retain the knowledge longer when they work in small groups. (Sources: Beckman, 1990; Chickering and Gamson, 1991; Collier, 1980; Cooper and Associates, 1990; Goodsell, Maher, Tinto, and Associates, 1992; Johnson and Johnson, 1989; Johnson, Johnson, and Smith, 1991; Kohn, 1986; McKeachie, Pintrich, Lin, and Smith, 1986; Slavin, 1980, 1983; Whitman, 1988) We want to help our teachers facilitate small group work effectively so that our students can benefit from the small group environment and therefore learn more and retain the information longer.</p> | <p><i>For classroom teachers, school counselors and education specialists:</i></p> <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. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> • Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. |

Educator Groups Which Will Participate in this Activity

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

| Follow-up Activities | Evaluation Methods |
|--|--|
| <ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of | <ul style="list-style-type: none"> • Review of participant lesson plans |

- administrator and/or peers
- Analysis of student work, with administrator and/or peers
- Creating lessons to meet varied student learning styles
- Lesson modeling with mentoring

Status: In Progress — Upcoming

Strategy: Instructionally-Focused Accountability

Description: Teachers will be evaluated three times a year 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. 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.

Person Responsible Timeline for Implementation Resources

| | | |
|-----------------|-----------------|---|
| Davis, Adrienne | Start: 9/1/2009 | - |
| | Finish: Ongoing | |

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: 9/1/2010 -
 Finish: Ongoing

Status: In Progress — Upcoming

Strategy: Ongoing Monitoring of Student Progress

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

Activity: Data Analysis - Professional Development

Description: IEC staff will receive professional development on disaggregating data to identify specific areas of student need. Teachers will understand the importance of using data in the classroom. They will also develop strategies for using data to drive instruction in their classroom. They will look at their classroom data and track students' information throughout the school year. They will also understand the importance of keeping clear and accurate data.

| Person Responsible | Timeline for Implementation | Resources |
|--------------------|--------------------------------------|-----------|
| Davis, Adrienne | Start: 8/1/2011 Finish: 6/30/2014 | - |

Professional Development Activity Information

| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
|----------------------------------|--|--|
| 1.00 | 5 | 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 and intervention | 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 belief systems underlying assumptions and behaviors; (4) mobilizing the school community for action; (5) monitoring implementation of changes; and (6) accountability. Johnson's and | <p><i>For classroom teachers, school counselors and education specialists:</i></p> <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 |

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

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 | Subject Area |
|---|--|---|
| <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) | <ul style="list-style-type: none"> Reading, Writing, Speaking & Listening Science and Technology Mathematics History Geography |

| 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: 8/1/2011 Finish: 6/30/2014 | - |

Professional Development Activity Information

| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
|-----------------------------|--|---|
| 4.00 | 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 Company | Approved |
|---------------------------|--|----------|

| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
|----------------------|-----------------------------|------------------------|
|----------------------|-----------------------------|------------------------|

| | | |
|--|--|---|
| <p>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.</p> | <p>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.</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 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. |
|--|--|---|

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

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

and use appropriate data to inform decision-making.

Educator Groups Which Will Participate in this Activity

| Role | Grade Level | Subject Area |
|--|--|---|
| <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) | <ul style="list-style-type: none"> Reading, Writing, Speaking & Listening Mathematics |

| Follow-up Activities | Evaluation Methods |
|---|---|
| <ul style="list-style-type: none"> Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Analysis of tests | <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) |

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: Provide Support for Excelling Students

Description: Provide additional learning opportunities to challenge students who routinely perform advanced on assessments.

Activity: Elementary and Junior National Honor Society

Description: In 2011-2012, Imani received the certification to run an Elementary and Junior National Honor Society. This year, approximately 90 students throughout the school met the national criteria and were inducted into NHS. In previous years, Imani had a Straight "A" Scholars group as well as Team Excellence. The activities of these groups are now carried out with the Elementary and Junior NHS students. This includes academic enrichment activities (trips to library, group and research projects, discussions/debates), academically competitive games and activities, leadership skills activities, and community service activities (Elementary NHS helped clean up the neighborhood and Jr. NHS made bracelets for to sell for St. Judes Hospital).

Person Responsible Timeline for Implementation Resources

| | | |
|----------------------|-------------------------------------|---|
| Fulton, Dr. Francine | Start: 3/11/2011 Finish: Ongoing | - |
|----------------------|-------------------------------------|---|

Status: In Progress — Upcoming

Strategy: Support Students At-Risk of Failure and those with Special Needs

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

Activity: Support Students At-Risk of Failure and those with Special Needs PD

Description: Teachers and staff will be trained and given support on how to effectively implement special education and ELL (as needed) policies, procedures, and IEC strategies for serving these students in the classroom (i.e. implementing IEP).

| Person Responsible | Timeline for Implementation | Resources |
|---------------------------|--------------------------------------|------------------|
| Davis, Adrienne | Start: 8/1/2011 Finish: 6/30/2014 | - |

Professional Development Activity Information

| Number of | Total Number of Sessions Per School Year | Estimated |
|------------------|---|------------------|
|------------------|---|------------------|

| Hours Per Session | | Number of Participants Per Year |
|--|--|---|
| 3.00 | 3 | 30 |
| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
| Imani Special Education Coordinators | <ul style="list-style-type: none"> School Entity | Approved |
| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
| - Teachers will learn how to identify students with special needs (CSAP). - Teachers will learn the process a student goes through to receive an IEP and become familiar with the different aspects of an IEP. - Teachers will learn effective strategies to incorporate an IEP in their instruction, especially how to structure project-based learning for their students with special | IDEA requires regular classroom teachers to implement accommodations and modifications as prescribed by the student's IEP. Accommodations enable the student to access the general curriculum and demonstrate his or her knowledge of course-content by making an adjustment to the way the student shows his or her understanding. Accommodations are designed to reduce the impact of the disability and increase the likelihood that the students' performances accurately reflect their knowledge of the academic material. http://www.maryvillecityschools.k12.tn.us/education/components/faq/faq.php?sectiondetailid=13934&sc_id=1191288507#answer_3 | <i>For classroom teachers, school counselors and education specialists:</i> <ul style="list-style-type: none"> Increases the educator's teaching skills based on research on effective practice, with attention |

needs.
- Teachers will learn how to track IEP goals with their students.
- Teachers will learn IEC policies, procedures and strategies for ELL students.

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 • School counselors • Other educational specialists | <ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) |

Follow-up Evaluation Methods
Activities

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

Status: In Progress — Upcoming

Strategy: Test Prep

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

| | | |
|---|---|---|
| 3.00 | 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 |
|---|---|---|
| 1) Test taking strategies for multiple choice questions. 2) Methods to teaching writing effective answers to constructed response questions. 3) How to involve test taking skills in everyday instruction and assessment. 4) Examine previous test scores to identify areas of weaknesses within student population. | Students are aware of the high stakes that come with the PSSA and other tests. Many researchers and teachers comment that students' nerves and lack of familiarity with test formats can lead to a lower score and a bad reflection of student knowledge. By preparing teachers to teacher test taking skills, we are setting them up to prepare our students to show their true mastery of the material. | <p><i>For classroom teachers, school counselors and education specialists:</i></p> <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. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making. |

Educator Groups Which Will Participate in this Activity

| Role | Grade Level |
|--|--|
| <ul style="list-style-type: none"> Classroom teachers School counselors 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 | <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 |

- implementation outcomes, with involvement of administrator and/or peers
- Analysis of student work, with administrator and/or peers
- and professionalism.
- Student PSSA data
- Standardized student assessment data other than the PSSA
- Classroom student assessment data
- 4-Sight Benchmark

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 show improvement, for grades 4 & 8 by decreasing the percentage of students scoring below proficiency by 5% over year prior.

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: Study Island - Science Module

Description: Imani students use the Study Island Science module. Study Island is a web-based program that provides self-paced and highly individualized instruction/practice for students with program aligned to the PSSA Science Exam and PA Science Anchors. Teachers can review Study Island data reports to tailor instruction.

Person Responsible Timeline for Implementation Resources

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

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: CLUES

Description: CLUES (Community of Learning for Urban Education and Sciences) is a 5-year program that focuses on teaching science to families in communities of the Philadelphia-Camden region. The goals of the CLUES program include creating a new model for community-led science learning and environmental action for families; developing a training program to build educational leadership; empowering educators to direct the focus and content of science programming; and supporting ongoing collaboration among families, community-based education leaders, and museums. Museum professionals train qualified community members with the necessary skills to run science workshops and plan events through an intensive Apprentice program. The Apprentices, in turn, train part-time school-based Presenters to become workshop leaders. Apprentices and Presenters are involved in family programming, including workshops and family events at the museums, local outdoor activities and community workshops, and take home activities. Families have access to family passes that allow them to explore the Academy for Aquatic Sciences, The Franklin Institute Science Museum, the Philadelphia Zoo, and the Academy of Natural Sciences for free. Families get to keep the pass for two weeks before returning it to the school for another family to use.

Person Responsible Timeline for Implementation Resources

| | | |
|-----------------|-----------------|---|
| Davis, Adrienne | Start: 9/7/2010 | - |
| | Finish: Ongoing | |

Status: In Progress — Upcoming

Activity: Educational Field Trips

Description: Our students participated in educational field trips throughout 2011-2012 including activities at the Please Touch Museum, Linvilla Orchard, Franklin Institute, Discovery Museum, Water Department, the Academy of Natural Science, and Philadelphia Water Works.

Person Responsible Timeline for Implementation Resources

| | | |
|-----------------|-----------------|---|
| Davis, Adrienne | Start: 8/1/2008 | - |
| | Finish: Ongoing | |

Status: In Progress — Upcoming

Activity: Full Option Science System (FOSS)

Description: Imani continued to use FOSS Science kits in the 2011-2012 school year. The kit provides hands-on learning opportunities for students in science in the following areas: fabric, weather, rocks and minerals, and electricity.

| | | | |
|--|--|--|--|
| 3.00 | 3 | | 30 |
| Organization or Institution Name | Type of Provider | | Provider's Department of Education Approval Status |
| Imani Special Education Coordinators | <ul style="list-style-type: none"> School Entity | | Approved |
| Knowledge and Skills | Research and Best Practices | | Designed to Accomplish |
| - Teachers will learn how to identify students with special needs (CSAP). - Teachers will learn the process a student goes through to receive an IEP and become familiar with the different aspects of an IEP. - Teachers will learn effective strategies to incorporate an IEP in their instruction, especially how to structure project-based learning for their students with special needs. - Teachers will learn | IDEA requires regular classroom teachers to implement accommodations and modifications as prescribed by the student's IEP. Accommodations enable the student to access the general curriculum and demonstrate his or her knowledge of course-content by making an adjustment to the way the student shows his or her understanding. Accommodations are designed to reduce the impact of the disability and increase the likelihood that the students' performances accurately reflect their knowledge of the academic material. http://www.maryvillecityschools.k12.tn.us/education/components/faq/faq.php?sectiondetailid=13934&sc_id=1191288507#answer_3 | | <p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Increases the educator's teaching skills based on research on effective practice, with attention given to interve |

how to track IEP goals with their students.
- Teachers will learn IEC policies, procedures and strategies for ELL students.

ntions 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 teachersPrincipals / asst. principalsSchool counselorsOther 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**

- Ana
- Classroom observation focusing on factors such as planning and

- analysis of student work, with administrator and /or peers
 - 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
 - IEPs
- Creating lessons to meet varied student learning styles
- Peer-to-peer r less on discussions

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, and continued to implement it through 2011-2012. 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: Improve Student Performance in Math and Reading

Description: We will meet the following academic goals for reading and math: Math 2012-2013 - 90% 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. 2013-2014 - 100% 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 2012-2013 - 92% 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. 2013-2014 - 100% 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.

Strategy: Identify Students in Need of Additional Support

Description: Imani will implement strategies to ensure all students in need of support are identified and properly diagnosed.

Activity: 4Sight Benchmarking

Description: Imani will use the 4Sight benchmark assessment to monitor student performance throughout the school year and to provide PSSA anchor level data to guide classroom instruction and professional development efforts. Imani will administer 4Sight reading benchmarking assessment every six weeks.

| <u>Person Responsible</u> | <u>Timeline for Implementation</u> | <u>Resources</u> |
|---------------------------|------------------------------------|------------------|
| Davis, Adrienne | Start: 1/1/2008 Finish: Ongoing | - |

Status: In Progress — Upcoming

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.

| <u>Person Responsible</u> | <u>Timeline for Implementation</u> | <u>Resources</u> |
|---------------------------|------------------------------------|------------------|
| Fulton, Dr. Francine | Start: 8/1/2008 Finish: Ongoing | - |

Status: In Progress — Upcoming

Strategy: Increase Parent Involvement

Description: Imani will work to increase parent involvement in the school and students' academic development.

Activity: Family and Teacher Nights

Description: Imani hosted monthly family and teacher nights that included a parent workshop, student performance and a meal. In 2011-2012, workshops included building a better relationship with your children, PSSA mock testing for parents, Health Start to the New Year, what you need to know about special education, why it is important to read to your children, and getting ready for summer — how to keep your children engaged. In 2012-2013, we will continue to hold these workshops for our parents.

| <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: Parent-Teacher Conferences

Description: Imani held parent-teacher conferences at the end of each grading period in 2011-2012. Teachers provide updates on student performance in class and on assessments. Further, the teachers work with the parents to provide strategies on how the parent could support the student at home.

| <u>Person Responsible</u> | <u>Timeline for Implementation</u> | <u>Resources</u> |
|---------------------------|------------------------------------|------------------|
| Fulton, Dr. Francine | Start: 8/1/2008 Finish: Ongoing | - |

Status: In Progress — Upcoming

Activity: Village Meetings

Description: At the beginning of each year parents meet in grade level meetings (i.e. Villages) to discuss concerns and plan supporting activities for their students. During these meetings, the parents meet their student's teacher, obtain contact information, and learn about the curriculum and how to access the homework assignments online via our website. In 2011-2012, we had a high participation rate in village meetings with approximately 95% of our families attending.

| <u>Person Responsible</u> | <u>Timeline for Implementation</u> | <u>Resources</u> |
|---------------------------|------------------------------------|------------------|
| Fulton, Dr. Francine | Start: 8/1/2008 Finish: Ongoing | - |

Status: In Progress — Upcoming

Strategy: Prepare Students for High School and Beyond

Description: Imani is committed to the academic future of every student. This includes ensuring every student attains the appropriate high school placement and is aware of college opportunities.

Activity: Community Service

Description: Every 8th grader is required to complete 60 hours of supervised service to the

community to graduate from Imani. In 2011-2012, 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 participated in a variety of community service projects in 2011-2012 — Philadelphia Cares Day, First Aid and Safety training, Outreach to Churches and Assisted Living Places, Daycares, the American Red cross, Maplewood Manor, and Mothers in Charge.

Person Responsible Timeline for Implementation Resources

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

Status: In Progress — Upcoming

Activity: Introduce Students to Colleges & Universities

Description: Imani participates in a Historica Black Colleges and Universities Week. 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.

Person Responsible Timeline for Implementation Resources

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

Status: In Progress — Upcoming

Strategy: Provide Adequate Support for Struggling Students

Description: Imani will provide comprehensive supports to students in need of additional support.

Activity: After School Program - - 21st Century

Description: In 2010-2011, Imani was part of a consortium of charter schools to be granted a 21st Century Community Based Learning Center grant coordinated by Scholarship in Progress. In 2011-2012, Imani continued this program everyday for 3:30-6:00. Seven Imani teachers staffed the program coordinated by Kimberly Wilkins, Imani's Master Teacher. Teachers used the Pennsylvania PSSA Progress Coach and PSSA Assessment Anchors Jump start books as curriculum. In 2012-2013, the extended day program will be mandatory for students who scored below proficient on the PSSA in 2011-2012 as well as any students who fail to attain proficiency in the 4Sight benchmark exam. The program will provide tutorial help with homework and targeted support on PSSA anchors and competencies.

Person Responsible Timeline for Implementation Resources

Fulton, Dr. Francine Start: 9/7/2011 -
Finish: Ongoing

Status: In Progress — Upcoming

Activity: Saturday School

Description: Students identified at-risk for failure on the PSSA (as measured by benchmark assessments) participated in a Saturday School program from October until the PSSA in March. 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

Statement of Quality Assurance

Charter school has not met AYP.

Charter school has not created a School Improvement Plan.

Charter school has not submitted and reviewed its School Improvement Plan with the Intermediate Unit designee.

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 2011-2012, Imani used F.O.S.S. science kits 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 from 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.
- **SuperKids** — In 2011-2012, Imani expanded the use of Rowling Reading Foundation's Superkids program in Kindergarten through 2nd grade after a successful pilot year in Kindergarten in 2010-2011. Superkids is a phonics-based, comprehensive, core language arts curriculum intended just for the primary grades and is aligned to PA state standards. The key to the program's success is its systematic and explicit phonics instruction that provides the foundation from which all other reading skills evolve. Superkids provides careful, explicit instruction in the complete sequence of skills students need to become proficient readers. Lessons are provided in a spiraling sequence.

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

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 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 is a learning activity aligned with the school's curriculum. In 2011-2012, field trips included activities at the Please Touch Museum, Linvilla Orchard, Franklin Institute, Discovery Museum, Water Department, the Academy of Natural Science, and Philadelphia Water Works.

What strategies does the charter school use to accelerate academic skill development, content knowledge and learning strategies of students performing significantly below standards in literacy and mathematics?

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. Due to additional need in the 8th grade for mathematics instruction, in 2010-2011, the Imani schedule was modified to provide a second math period for all 8th graders.

Tutoring Program: In 2011-2012, Imani offered a tutoring program in the morning (from 9:00-10:10) with Instructional Support Staff (ISS). Imani's Instructional Support staff receive first aid and team building training as well as direction instruction and they must have taken some credits at a college/university. All tutors must pass the comprehensive paraprofessional exam. This year, tutoring was provided to students in grades three and five and next year tutoring will be available to struggling students in all PSSA tested grades who scored below basic on the PSSA or 4Sight benchmark exam. 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 (as identified on PSSA and 4Sight). The teachers were given training on Decoding for reading and extra supports for mathematics. In mathematics, teachers received training for and used Corrective Math modules to provide teacher-directed instruction and carefully scaffolded practice for developing necessary skills.

Extended Day Program (21st Century): In 2010-2011, Imani was part of a consortium of charter schools to be granted a 21st Century Community Based Learning Center grant coordinated by Scholarship in Progress. Last year (2011-2012), Imani implemented the second year of this program which was held every day from 3:30-6:00. Seven Imani teachers staffed the program coordinated by Kimberly Wilkins, one of Imani's Master Teachers. Teachers used the Pennsylvania PSSA Progress Coach and PSSA Assessment Anchors Jump start books as curriculum. Initially, this program was used for middle school grades 6-8, but upon analysis of the needs of the school, and the capacity of the program, it was decided to provide it to students in all grades as general support to any students who attend. In 2012-2013, the extended day program will be mandatory for students who scored below proficient on the PSSA in 2011-2012. The program will provide tutorial help with homework and targeted support on PSSA anchors and competencies.

Saturday School: Students identified at-risk for failure on the PSSA (as measured by benchmark assessments) participated in a Saturday School program from October until the PSSA in March. Program focuses on remedial reading instruction and test taking strategies.

Study Island: Students use this Web-based PSSA test prep program to prepare for reading PSSA. Study Island 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 and target specific skill sets.

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. Teachers received professional development in a variety of topics including classroom management, writing, direct instruction, curriculum, and special education. Professional development provided this year included: PSSA training, direct instruction

But, it is the implementation of the PEPS program at Imani that is truly institutionalized professional development at the school. Since 2008, Imani has used cluster groups as the basic unit for teacher professional growth. In 2011-2012, the cluster groups were renamed professional learning communities where teachers meet to focus intently on student needs and working in instructional improvement to improve student achievement. With an emphasis on coaching and applied teaching practices, the professional development system at Imani pushes teachers to their highest potential. There is a clear and consistent platform for the elements of effective instruction, learning environments and assessments. Highly experienced and skilled teachers support the younger teachers by sharing best practices, engaging in rich dialogue that invigorates discovery and self-reflection, and holds teachers accountable for their students' successes.

Imani's professional development 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 LETTER
- IEC - PD APPROVAL LETTER

English Language Learners

Imani did not serve any English Language Learner (ELL) students in 2011-2012. 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 English as a Second Language (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, and Principal/ESL Coordinator input.

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 reports (EdHub and PIMS LEA Profile) submitted to PDE.

English Language Learners - Attachments

- IEC - ESOL POLICIES AND PROCEDURES 2011-2012
- IEC - LEA ENROLLMENT AND LEP PROFILE 2011-2012
- IEC - LEP EDHUB REPORT AND ACS 2011-2012

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 2011-2012, 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 projects in 2011-2012— Philadelphia Cares Day (October 21, 2011), Philadelphia Marathon (November 2011), or MLK Day of Service (January 16th, 2012). 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 2012, 54 eighth grade students graduated from Imani. Imani is committed to the academic future of every student. This includes ensuring that each student attains the appropriate high school placement. Imani's guidance counselor supports students and their families throughout the application process, reviewing essays and following up on the application entries. These efforts led to 22% of the graduating class gaining entry into special admissions high schools (Girls High, Engineering and Science, Valley Forge Military Academy, Bodine High, Lankenau HS, and CAPA). In 2012-2013, 67% will be attending charter schools (e.g. Imhotep Institute CS, Freire CS, World Communications, A Phillip Randolph, and Richard Allen Prep), and 1% will be attending citywide admission high schools.

Special Education

Imani provides a first class special education program for students with special needs. In 2011-2012, Imani served 42 special education students, representing 9.2% 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 - CSAP PROCESS
- IEC - SPED POLICIES

Special Education Program Profile - Chart I

| Teacher | FTE | Type of class or support | Location | # of Students | Other Information |
|----------------------------|-----|--------------------------|---------------------------|---------------|---|
| Alex Gutierrez | 1.0 | Learning Support | Imani Education Circle CS | 10 | The students in the self contained learning support class are taught all academic subjects by Alex Gutierrez and her assistant. However, students receive specialty classes (art, gym, etc.) in a regular education setting with their age appropriate peers. |
| Melissa McKeown | .55 | 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. |
| Nicole Stagias | .55 | 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. |
| Nadege Fulton | .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 | 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. |

Special Education Program Profile - Chart II

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

Special Education Program Profile - Chart III

| Title | Location | FTE |
|----------------------------|-------------------------|------------|
| Melissa McKeown | Special Ed. Coordinator | .45 |
| Nicole Stagias | Special Ed. Coordinator | .45 |
| Daniel Lee | Psychologist | .20 |
| Barbara Still | Psychologist | .20 |
| Talia Drummond | Behavior Specialist | .20 |
| Eileen Katz | Occupational Therapist | .80 |
| Abbey Spector | Speech Therapist | .80 |
| Nadege Fulton | 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 |
|---|------------------------|--------------------------------|
| Dr. Daniel Lee/Barbara Stills (N-Psy) | School Psychologist | 15 hrs. |
| Eileen Katz | Occupational Therapist | 10 hrs. |
| Abbey Spector (Catapult) | 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 |
| 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.

In 2011-2012 school year marked the 12th year of operation of the Imani Education Circle Charter School. While Imani students have made significant gains in proficiency over our last two charter terms, we have room for growth and are committed to ensuring all of our students achieve their best. Having and AYP status of “Warning” in 2010-2011, we assembled a team consisting of the school Principal, Curriculum Specialist (Master Teacher), three Mentor teachers, Data Specialist, and Director of School Culture to develop a School Improvement Plan for submission to PDE. Missing the AYP growth targets by a narrow margin in 2011-2012 has placed us in “School Improvement I” AYP status.

The chart below summarizes the proficiency rates over the past ten years.

| School Year | Math | | Reading | |
|-------------|-----------|-----------|-----------|-----------|
| | 3-5 Grade | 6-8 Grade | 3-5 Grade | 6-8 Grade |
| 2011-2012 | 45.6% | 37.6% | 40.5% | 44.6% |
| 2010-2011 | 50.0% | | 48.5% | |
| 2009-2010 | 47.2% | | 46.2% | |
| 2008-2009 | 44.8% | | 54% | |
| 2007-2008 | 39.5% | | 44.1% | |
| 2006-2007 | 36.5% | | 45.2% | |
| 2005-2006 | 31.6% | | 35.4% | |
| 2004-2005 | 32% | | 22.9% | |
| 2003-2004 | 30% | | 21.8% | |
| 2002-2003 | 12.6% | | 20.2 | |

Since our lowest scoring year in 2002-2003, Imani has experienced tremendous growth in both reading and math as assessed by the PSSA. In the last year, Imani students in the 3-5 and 6-8 grade-spans failed to show growth overall on both the math and reading portions of the PSSA. We understand that we still have a long way to go before we are at the expected levels of achievement as approximately half of our students struggle to meet proficiency in math and reading. The chart below summarizes the proficiency rates over the past nine years.

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 2011-2012, 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 four times a year, and data is 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, the Extended Day program, and additional Study Island help.

We have attached grade-level results of the 4Sight benchmark exams throughout the 2011-2012 school year.

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 teacher. 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.

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.

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.

Tutoring Program: In 2011-2012, Imani offered a tutoring program in the morning (from 9:00-10:10) with Instructional Support Staff (ISS). This year, tutoring was provided to students in third and fifth grade. Next year tutoring will be available to all students in grades 3-8 who performed below basic on the 2012 PSSA or are at-risk as identified by the 4Sight benchmark. 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. In mathematics, teachers received training for and used Corrective Math modules to provide teacher-directed instruction and carefully scaffolded practice for developing necessary skills.

Saturday School: Students identified at-risk for failure on the PSSA (as measured by benchmark assessments) participated in a Saturday School program from October until the PSSA in March. The program was mandatory for all students with below-basic scores and focuses on remedial reading instruction and test taking strategies.

After School Program (21st Century): In 2010-2011, Imani was part of a consortium of charter schools to be granted a 21st Century Community Based Learning Center grant coordinated by Scholarship in Progress. Last year (2011-2012), Imani implemented the second year of this program which was held every day from 3:30-6:00. Seven Imani teachers staffed the program coordinated by Kimberly Wilkins, one of Imani's Master Teachers. Teachers used the Pennsylvania PSSA Progress Coach and PSSA Assessment Anchors Jump start books as

curriculum. Initially, this program was used for middle school grades 6-8, but upon analysis of the needs of the school, and the capacity of the program, it was decided to provide it to students in all grades as general support to any students who attend. In 2012-2013, the extended day program will be mandatory for students who scored below proficient on the PSSA in 2011-2012. The program will provide tutorial help with homework and targeted support on PSSA anchors and competencies.

Study Island: Students use this Web-based PSSA test prep program to prepare for reading PSSA. Study Island 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 and target specific skill sets.

Student Assessment - Attachments

- IEC - 4SIGHT BENCHMARK RESULTS
- IEC - AYP REPORT PACKET 2011-2012
- IEC - AYP SUMMARY 2011-2012

Teacher Evaluation

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

Teachers are evaluated using the TAP rubric, which focuses on the TAP Skills, Knowledge, and Responsibility Teaching Standards. This includes: 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 2011-2012, teachers received four formal evaluations along with several informal observations. For the formal evaluations (including a pre-conference and post-conference and a teacher self-assessment), teachers are evaluated using the TAP Evaluation Rubric three times and once using the Pennsylvania Department of Education forms. 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.

In regards to the Pennsylvania Department of Education form-based evaluations, these were conducted by Adrienne K. Davis in 2011-2012. Imani's master teacher (Kimberly Wilkins) and three mentor teachers (Crystal Pierce, Jeffrey DeHart, Marva Sumlin) were responsible for TAP based staff evaluation and received TAP evaluation training. It is not required for the evaluators to hold administrative certificates as the aim is to have your teaching peers evaluating

you. However, Ms. Davis received her Master's in Education Leadership in May 2010 and holds a principal certification.

If any teachers are interested in moving from Instructional I to Instructional II certificates, the school's CEO 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.

Along with her PA Principal Certification, Ms. Davis has a M.S. in Educational Leadership, and M.S. Special Education, and a B.S. in Early Childhood/Elementary Education as well as a State of Pennsylvania Teaching Certification Level Two.

Both our mentor teacher (Kimberly Wilkins) and one master teacher (Marva Sumlin) have undergone extensive training provided by the School District of Philadelphia and the National Institute for Excellence in Teaching in order to become Certified TAP Evaluators. In order to earn their certifications, they participated in year-long training (including week-long training before and after the school year), completed an allotted number of classroom observations, and passed the TAP Certified Evaluator Performance Test.

In 2011-2012, Imani's grant from the national Teacher Advancement Program (TAP) expired. While Imani's grant agreement from TAP has ended, the school is retaining many of the best practices promoted in the TAP model. Mainly, we have continued to employ three mentor teachers and one master teacher.

Two of Imani's mentor teachers were new this year, but both bring extensive instructional experience to their positions as mentor teachers. Jeffrey DeHart earned a Masters in Education from Wagner University and has nine years experience as a teacher. Crystal Pierce is a certified elementary teacher with six years experience as a teacher. All evaluators received a series of trainings on analyzing instruction and coaching from Dr. J. Todd White of Phocused on Learning. Dr. White was a former senior officer for the National Institute for Excellence in Teaching, which operates the Teacher Advancement Program (TAP) and currently serves as the CEO of Phocused on learning, providing consulting and training services to schools on teacher effectiveness and instructional coaching.

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

Teacher Evaluation - Attachment

- IEC - TAP RUBRIC

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

In 2011-2012, Margaret Briggs-Kenney resigned from the Board of Trustees after retiring and moving to Florida. The Board plans to begin the process of recruiting new members in the next school year.

In 2011-2012, Imani's Chief of Staff retired, the position was eliminated and a Vice Principal was hired. Rebecca Tomlinson, previously a mentor teacher, served as the Vice Principal until February, when the position was eliminated due to budgetary constraints. Responsibilities of the Vice Principal position were assumed by the Principal (Adrienne Davis) and Master Teacher (Kimberly Wilkins).

As was mentioned previously, the other leadership change at Imani revolved around the previous TAP structure. In 2011-2012, Imani's grant from the national Teacher Advancement Program (TAP) expired. While Imani's grant agreement from TAP has ended, the retained many of the best practices promoted in the TAP model, including employing three mentor teachers and one master teacher.

Board of Trustees

| <u>Name of Trustee</u> | <u>Office (if any)</u> |
|------------------------|------------------------|
| Stephanie P. Johnson | President |
| Robert J. Harrison | Vice President |
| Larry C. Raye | Treasurer |
| LeRoi Simmons | Secretary |
| Gail Hawkins-Bush | Member |

Professional Development (Governance)

The Wazuri has a history of participating in governance training. Over the past ten years, our board has had many training sessions. Among the topics are included the Sunshine Law, Public Officials Act, Board responsibilities, fiscal responsibilities, legal responsibilities, fiduciary responsibilities, supporting the leadership at the school, avoiding the tendency to "Micro Manage," etc. In 2011-2012, Imani Wazuri members and the CEO/Principal and other administrators participated in a variety of governance trainings, including technology and legal training as well as one member attending the National Charter School Conference in Minneapolis, MN, and providing turnaround training 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 and 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 2012-2013 Wazuri meeting dates and times and the sunshine notice are 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 Dr. Francine Fulton, the Board and Imani maintain a positive working relationship with the School District of Philadelphia. In 2011-2012, representatives from Imani (e.g. CEO, Principal, and 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 represented a four-year collaboration with the District on improving teacher quality and implementing an innovative performance pay system.

Additionally, Imani's CEO 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.

Finally, as we enter our renewal year in 2012-2013, we anticipate that the renewal will include additional site visits from the school district in the upcoming year. We look forward to the opportunity to demonstrate our innovative program at that time.

Coordination of the Governance and Management of the School - Attachments

- IEC - BOT MEETING SCHEDULE 2012-2013
- IEC - BOT SUNSHINE NOTICE 2012-2013

Community and Parent Engagement

At Imani, we believe parents are the first teachers in a child's life; therefore, we encourage parents to play an active role in the academic and extra-curricular endeavors of their child. Imani strives to have all parents help their children set goals, check homework and assignments, meet with teachers, and visit the school to ensure a successful school/parent partnership. Additionally, we encourage parents to read to their children for 20 minutes nightly and parents are expected to volunteer at least two hours per school year.

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*. Parent meetings are held the third Tuesday of every month during the school year.

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.

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.

Four innovative partnerships in 2011-2012 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.

- **CLUES** — CLUES (Community of Learning for Urban Education and Sciences) is a 5-year program that focuses on teaching science to families in communities of the Philadelphia-Camden region. The goals of the CLUES program include creating a new model for community-led science learning and environmental action for families; developing a training program to build educational leadership; empowering educators to direct the focus and content of science programming; and supporting ongoing collaboration among families, community-based education leaders, and museums. Museum professionals train qualified community members with the necessary skills to run science workshops and plan events through an intensive Apprenticeship program. The Apprentices, in turn, train part-time school-based Presenters to become workshop leaders. Apprentices and Presenters are involved in family programming, including workshops and family events at the museums, local outdoor activities and community workshops, and take home activities. Families have access to family passes that allow them to explore the Academy for Aquatic Sciences, The Franklin Institute Science Museum, the Philadelphia Zoo, and the Academy of Natural Sciences for free. Families get to keep the pass for two weeks before returning it to the school for another family to use.
- **YMCA** — In 2011-2012, Imani formed a partnership with the newly opened local YMCA to provide opportunities for family fitness, basketball, swimming, etc.
- **Banks Dance Studio** — provided dance instruction camp to Imani students and community members.
- **Infinity Insurance** — In 2011-2012, Infinity Insurance held a backpack/school supplies giveaway for K and 1st grade students, as well as providing fingerprint supplies.

Additionally, 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 2011-2012, Imani continued to implement the 21st Century grant awarded in 2010-2011 for an After School Program. The program's mission is to address the individual needs of students at risk of educational failure in order to help them reach their potential. In addition to academic

performance boosting, the program aims to teach the students real world problem solving strategies, provide the families with services necessary for their child's health and prosperity.

Imani was the recipient of several small grants in 2011-2012. A KaBoom matching grant (\$750) was used for minor maintenance and mulch replacement of the playground. The school received a \$4,000 Support Community Outreach Programs (SCOP) grant from the Philadelphia Department of Human Services to provide a summer program to students. Additionally, Imani secured a \$5,000 PECO energy grant to support a middle school student program about energy. Students held an Energy Fair and went on trips to learn more about energy.

Beyond these grants, Imani conducted a number of small-scale fund-raising activities, many of which were parent led. These fundraisers included school pictures, Box Tops, book-fair, student sales including Cherrydale, pretzels, and dress down days. The total amount raised from these efforts was over \$7,500. The proceeds went to various student activities and projects.

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 prepares 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 worked closely with the Board in developing a five-year strategic fiscal plan to improve the school's fiscal solvency.

Imani ended the 2011-2012 school year with a negative fund balance of \$96,089. The variance in budget performance was largely due to \$183,000 in unanticipated reductions in revenue including the elimination of the social security subsidy, reduction in out of district tuition, as well as Titles and IDEA reduction in allocations of over \$37,000. The school has crafted and approved a budget for the 2012-2013 school year, making significant cuts in spending to produce a budgeted surplus of at least \$347,000 for the year and allowing us to recover from this year's loss.

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 2012. 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) 34. In 2011-2012, the school implemented the new GASB 54 requirements.

Preliminary Statements of Revenues, Expenditures & Fund Balances

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

- IEC - PRELIM STMTS OF REVENUES EXPENDITURES 2011-2012

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

The school's Board of Trustees has engaged J. Miller and Associates, LLC (CPAs for non-profits) to conduct our audit for the fiscal year ended June 30, 2012. This audit report for fiscal year ended June 30, 2012 is expected to be completed in fall 2012. 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 J. Miller and Associates, LLC is attached to this report.

To date, the school has an audit report for each fiscal year through June 30, 2011. The Independent Auditor's Report for fiscal year ending June 30, 2010 (including the Management's Discussion and Analysis) is attached to this report. It was prepared by J. Miller and Associates, LLC and completed on January 30, 2012. A summary of audit results includes the following:

- The auditor's report was unqualified.
- No significant deficiencies were disclosed relating to the audit of the financial statements 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*.
- No significant deficiencies in internal control over major federal award programs (i.e. Title I, Title I ARRA) were reported in the Independent Auditor's Report on Compliance

with Requirements Applicable to Each Major Program and Internal Control over Compliance.

- There were no audit findings which were required to be reported in accordance with Section 510(a) of OMB Circular A-133.

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

- IEC - AUDIT 2010-2011
- IEC - AUDIT ENGAGEMENT 2012-2013

Citations and follow-up actions for any State Audit Report

Imani did not undergo a state audit conducted by the Auditor General in 2009-2010, 2010-2011, or, to date, for 2011-2012. Imani forwarded our Financial Statements and Supplementary Information for the year ended June 30, 2011 to the Commonwealth of Pennsylvania's Office of Budget, Bureau of Audits. We understand that the Auditor General has the right to review expenditures and to audit the expenditures made from state appropriated moneys.

SECTION VII. FACILITY RESPONSIBILITIES

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

In 2011-2012, capital spending at Imani was only \$13K, primarily used for furniture and fixtures. Imani also invested in an iPad Lab and interactive board to be used for instruction.

Future Facility Plans and Other Capital Needs

Imani does not have any immediate facility plans or capital needs beyond minor repairs and maintenance.

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 2011-2012, Imani held the 10 required Fire Drills 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.

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 reinforces 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 2011-2012 must be submitted by Imani to the Division of School Health in September 2012. At the time of this report's submission, Imani had not submitted the 2011-2012 reimbursement form, but evidence of the 2010-2011 report submission is attached to this report.

In 2011-2012, Imani continue to implement programs in support of overall student health and wellness including 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 - HEALTH REIMBURSEMENT REPORT 2010-2011
- IEC - WELLNESS POLICY
- IEC - PDE 4101 FIRE DRILL CERT 2011-2012

Current School Insurance Coverage Policies and Programs

For the 2011-2012 school year, Imani procured liability insurance coverage through the insurance brokerage firm Boardman Hamilton Company as detailed in the 2011-2012 ACORD Certificate of Liability Insurance. This policy covered the period from 07/01/2011 to 07/01/2012. This policy meets the School District of Philadelphia’s requirements for 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.

For the 2011-2012 school year, Imani procured liability insurance coverage through the insurance brokerage firm Bradley and Bradley Associates as follows:

| Type of Insurance Coverage | Limit |
|---|---|
| Educator’s legal liability (including directors & officers liability) | \$1,000,000 |
| Commercial General Liability | \$3,000,000 |
| <ul style="list-style-type: none"> • Products-completed operations aggregate • Per Occurrence • Personal & advertising injury • Damage to Rented Premises • Medical expense (any one person) | <ul style="list-style-type: none"> • \$1,000,000 • \$1,000,000 • \$1,000,000 • \$100,000 • \$5,000 |

| | |
|---|-------------|
| Automobile Liability | \$1,000,000 |
| Excess Liability/Umbrella | \$5,000,000 |
| Workers Compensation & Employers' Liability | \$500,000 |

A copy of the 2011-2012 and 2012-2013 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 2011-2012, 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 2011-2012
- IEC - ACORD 2012-2013

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

In 2011-2012 Imani began the school year with 35 professional staff members, 33 of which stayed with Imani through the entire school year (94%). We met the Act 22 of 1997 certification requirement, with 83% of our professional staff holding the appropriate certification. After a couple years of higher than normal attrition, due to our efforts to bring on certified and HQT teachers, our numbers are showing improvement and we will continue to employ strict hiring practices for teachers, ensuring only certified and highly qualified teachers are hired.

Teacher retention at Imani tends to be relatively high. Teacher satisfaction was evident in the spring 2012 teacher survey. 94% of teachers surveyed felt respected by administration and other teachers and 83% indicated that they look forward to coming to work every day. Teachers identified the top five strengths of Imani: Community, Administration, Staff, Curriculum, and the Building.

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

Quality of Teaching and Other Staff - Attachments

- IEC - HQT COURSE INSTRUCTOR ACS 2011-2012
- IEC - LEA STAFF PROFILE ACS 2011-2012
- IEC - PDE 414 2011-2012

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 2011-2012 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 2011-2012, enrollment was extended to the highest ranked student on the waiting list in the grade with the corresponding opening.

For the upcoming school year (2012-2013), the number of applicants again exceeded the number of available seats in the school, and, as such, a lottery was conducted in March 2012. There are presently almost 290 students on our waiting list.

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

For 2011-2012, only students who would be 5 years-old by September 1, 2011 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.**

| | Initial enrollment | Number dropped | Number added | Year End |
|----------|--------------------|----------------|--------------|----------|
| K | 46 | 1 | 6 | 51 |
| 1 | 48 | 1 | 2 | 49 |
| 2 | 47 | 2 | 4 | 49 |
| 3 | 54 | 0 | 0 | 54 |
| 4 | 37 | 0 | 0 | 37 |
| 5 | 68 | 1 | 1 | 68 |
| 6 | 60 | 2 | 0 | 58 |
| 7 | 39 | 2 | 0 | 37 |

| | | | | |
|--------------|------------|-----------|-----------|------------|
| 8 | 55 | 1 | 0 | 54 |
| Total | 454 | 10 | 13 | 457 |

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.**

All eligible students enrolled at the end of 2011-2012 (403 students) have re-enrolled for 2012-2013 school year.

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

All withdrawals in 2011-2012 were voluntary. No students were expelled.

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.

The table below indicates student attrition rates since 2006-2007:

| School Year | # of Withdrawals | % of Population |
|------------------|------------------|-----------------|
| 2011-2012 | 13 | 2.8% |
| 2010-2011 | 28 | 6% |
| 2009-2010 | 12 | 2.6% |
| 2008-2009 | 18 | 4% |
| 2007-2008 | 22 | 4.8% |
| 2006-2007 | 100 | 22% |

Since 2006-2007, student attrition rates have been declining (with the exception of a slight increase in 2010-2011). While a 6% withdrawal rate isn't that high in a transient population, the school made extra effort to monitor student attrition and ensure that the student support processes (i.e. CSAP, discipline) were implemented with fidelity to yield a stable and peaceful learning environment. This effort was successful and led to a withdrawal rate of only 2.8%.

Traditionally, student retention (year to year) is high, indicating a high level of parent and student satisfaction with the education program. We attribute the high percentages again to our improved disciplinary environment and our peaceful learning environment. Imani recommended that only four 2010-2011 students be retained in their current grade level for the 2012-2013 school year.

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 78.8% 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 this policy 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 2011-2012, 122 of our students (26.6%) were involved in 184 suspensions and no students were expelled. These numbers are a significant improvement over results from four years ago and our success is largely attributed to the 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. Moving forward, we will work to incorporate increased rewarding of positive behavior school-wide, in an effort to improve overall school climate and encourage positive behaviors over negative.

Student Conduct - Attachments

- IEC - BULLY POLICY
- IEC - CODE OF CONDUCT
- IEC - DISCIPLINE POLICY

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2012

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
2011 - 2012 Annual Report for Pennsylvania Charter Schools

Date

Verify that all DATA reports to PDE are complete

YES _____ NO _____

Assurance for Compliance with the Public Official & Employee Ethics Act

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

The 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 PAGES 2012-2013