
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, December 09, 2011)

Entity: Imhotep Institute CHS
Address: 6201 N. 21st St.
Philadelphia, PA 19138-2597

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Summary Data Part I

Charter School Annual Report Summary Data 2011 - 2012

Name of School: Imhotep Institute CHS

Date of Local Chartering School Board/PDE Approval: February 1998

Length of Charter: 5 years (renewed charter term) **Opening Date:** September 1998

Grade Level: 9-12 **Hours of Operation:** 8:30 a.m. to 5:00 p.m. (Regular school day: 10:00 a.m. to 5:00 p.m.)

Percentage of Certified Staff: 69% **Total Instructional Staff:** 38 Teachers

Student/Teacher Ratio: Not to exceed 25:1 (16:1 in 2011-12) **Student Waiting List:** 488

Attendance Rate/Percentage: 91.92%

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

Summary Data Part II

Enrollment: 575 students (Year-end) **Per Pupil Subsidy:** \$8,773 Reg. Ed.; \$19,422 Sp. Ed.

Student Profile

American Indian/Alaskan Native:	0%
Asian/Pacific Islander:	0%
Black (Non-Hispanic):	100%
Hispanic:	0%
White (Non-Hispanic):	0%
Multicultural:	0%

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:
98.5%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 89 students

Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	0	0	0	0	0	175	175
Instructional Hours	0	0	0	0	0	1,052.6	1,052.6

SECTION I. EXECUTIVE SUMMARY

Educational Community

The Imhotep Institute Charter High School (Imhotep) is an African-Centered, culturally-responsive community based public charter high school serving grades 9-12 with a focus on math, science, and technology. Our exponential success, which includes a 98% senior graduation rate and a 98% post-secondary college acceptance rate, is largely credited by our ability to reach the whole student through a holistic approach in a way most school districts are not equipped to do.

Located in Northwest Philadelphia, Imhotep opened in September 1998 with 200 students in grades 9-11. The school currently enrolls over 575 students in grades 9-12 in a recently built facility. Imhotep is a twilight school, starting later in the day, with partnerships with many community organizations and resources. We provide a standards driven, high quality educational program for urban learners grounded in the African principles of MA'AT and the principles of Nguzo Saba. We aim to nurture life-long learners who are valuable members of the world community.

Imhotep has achieved our mission through increased graduation rates, authentic assessment demonstrations, our post secondary placements, and most importantly our client satisfaction. Reliable sources say that Imhotep Institute is the "Miracle on 21st Street."

Imhotep embodies the legislative intent of Act 22 of 1997 (The Pennsylvania Charter School Law) by improving pupil learning, increasing learning opportunities for all pupils, and encouraging the use of different and innovative teaching methods. Imhotep provides a truly unique and innovative program that provides our students with:

- An African-Centered high school education
- A holistic educational approach
- An environment that defies Philadelphia's African American Male Dropout Crisis by cultivating an educational environment that yields a 98% senior graduation rate.

As we approach our fourth charter school term in 2012-13, Imhotep is an established and valued Philadelphia educational institution. Through our African-centered, culturally-responsive curriculum, Imhotep provides a strong, unique, and effective educational experience for its students. We bring value to the City and the community in a variety of ways to include its high graduation and college acceptance rate. And, the success of our program is evidenced by the fact that the community's demand for admission far exceeds the school's current enrollment capability. In sum, Imhotep excels at what it has been chartered to do, we both graduate nearly 100% of our students and get them accepted into post-secondary schools.

Imhotep, an "Independent Public School — Developing Intellectual Warriors."

Mission

Imhotep Institute Charter High School is an African-centered, science, mathematics, and technology learning community whose mission is to provide a standards-driven, high quality educational program for urban learners grounded in the African principles of MA'AT and seven principles of Nguzo Saba. Imhotep aims to nurture life-long learners who are valuable members of the world community.

Vision

Our vision is to groom the graduates of Imhotep to be successful life-long learners and valuable members of the world community.

Shared Values

At Imhotep, 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 NGUZU SABA (Umoja = Unity, Kujichagulia = Self determination, Ujimaa = Collective Work and Responsibility, Ujaama = Cooperative Economics, Nia = Purpose, Kuumba = Creativity, and Imani = Faith).

Imhotep is designed to be a culturally responsive school. Adapted from the Alaska Culturally Responsive Schools Project, we believe that:

- A culturally-responsive school fosters the on-going participation of Elders in all aspects of the schooling process.

- A culturally-responsive school provides multiple avenues for students to access the learning that is offered, as well as multiple forms of assessment for students to demonstrate what they have learned.
- A culturally-responsive school has a high level of involvement of professional staff who are of the same cultural background as the students with whom they are working.
- A culturally-responsive school consists of facilities that are compatible with the community environment in which they are situated.
- A culturally-responsive school fosters extensive on-going participation, communication and interaction between school and community personnel.

Imhotep expects our faculty to embody the cultural standards for educators:

- Culturally-responsive educators incorporate traditional and cultural ways of knowing and teaching in their work.
- Culturally-responsive educators use the local environment and community resources on a regular basis to link what they are teaching to the everyday lives of the students.
- Culturally-responsive educators participate in community events and activities in an appropriate and supportive way.
- Culturally-responsive educators work closely with parents to achieve a high level of complementary educational expectations between home and school.
- Culturally-responsive educators recognize the full educational potential of each student and provide the challenges necessary for them to achieve that potential.

At Imhotep, we believe that learning is:

- Acquiring knowledge through the process of reasoning and thinking- continuous, inside and outside of the classroom.
- Lifelong.
- Challenging.

At Imhotep, we believe that each student:

- Has the ability to learn.
- Has unique strengths, abilities, and learning styles.
- Can be creative problem solvers and decision makers.
- Learns best when they see the relevance of the subject matter

- Can make positive contributions.

At Imhotep, we believe that effective teaching:

- Establishes high expectations for behavior and academic achievement.
- Emphasizes basic values of honesty, dignity, responsibility, respect, and teamwork.
- Encourages active participation.
- Recognizes errors as learning opportunities.
- Offers each student opportunities to be successful.
- Nurtures a positive self-concept.
- Provides access to current technology, texts and materials that support the curriculum.

At Imhotep, we believe that a curriculum that makes a difference:

- Delineates essential student learning.
- Defines the depth and breadth of instruction - what is required to be taught.
- Guides instructional decision-making.
- Focuses and connects instruction, both horizontally and vertically.
- Provides order, sequence, and definition for instruction.
- Provides connection to assessments of student learning.

At Imhotep, we believe that an effective learning environment:

- Is built on a partnership and shared responsibility among home, community, and school.
- Is safe.
- Contributes to the well-being and success of the community as a whole.

Academic Standards

ACADEMIC STANDARDS

Academic standards at Imhotep provide a foundation for decisions on curriculum, instruction, assessment, and they communicate core-learning goals to teachers, parents and students. These standards are guided by the Pennsylvania Department of Education's Chapter 4 Academic Standards and are anchored in the skills and knowledge that employers and colleges now demand.

By the time a student graduates from Imhotep in 12th grade the should be able to demonstrate proficiency in the following standards:

MATH STANDARDS:

- Understands and is able to apply arithmetic and computational skills
- Is able to effectively use mathematics to construct and solve problems
- Has familiarity with the structure and logic of number systems
- Knows algebraic operations and their applications in different kinds of problems

- Understands the rules of geometry and basic trigonometry and demonstrate the ability to use them to solve real life problems in computer science and other “real world” applications
- Computes with numbers fluently and understands several different ways to represent numbers and number concepts
- Understands how to construct equations and inequalities in order to solve problems
- Isolates and identifies variables, and also understands similarities and differences between the use of variables in computer science and mathematics
- Demonstrate a clear understanding of functions, linear and quadratic equations, and how to use them to solve problems and predict the outcome of events

LANGUAGE ARTS/COMMUNICATION SKILLS STANDARDS:

Writing: Uses the writing processes of planning, drafting, revising, editing, and publishing in order to:

- Write for different purposes relating to multimedia and other disciplines: spoken audio, written scrolling text, long narrative, technical instructions, persuasive writing essays, business letters, cover letters and resumes for job inquiries, etc.
- Write with a sharp, distinct focus
- Write using well developed and appropriate content
- Write with effective and logical organization that supports unity and clarity
- Write with effective style
- Proofread and revise written works to refine content
- Seamlessly integrate written works into all media projects
- Edit writing using: Correct spelling, appropriate mechanics and punctuation, proper syntax
- Use grammar handbooks, thesauruses, and dictionaries as aids to effective writing.

Reading:

- Reads and understands essential content of informational texts and documents in all academic areas
- Analyzes and evaluates literary elements: plot (exposition, rising and falling action, conflict, complication, climax, resolution), setting, characterization, theme, foreshadowing, perspective
- Responds to nonfiction, fiction, poetry, and drama taking personal, literal, interpretive, critical, and evaluative stances with an emphasis on personal, critical, and evaluative understandings
- Read and respond to a variety of classic and modern texts, including inter-generational and gender-based literature
- Demonstrate the ability to “signify” upon and satirize famous classical works through the use of modern vernacular

Listening:

- Asks probing questions

- Analyzes information, ideas and opinions to determine relevancy
- Synthesizes information, ideas, and opinions to determine relevancy
- Takes notes as a valuable study aid

Speaking:

- Speak using skills appropriate to formal speech situations.
- Contribute to discussions.
- Ask relevant, clarifying questions.
- Facilitate group participation.
- Paraphrase and summarize as needed.
- Participate in small and large group discussions and presentations.

SCIENCE STANDARDS:

- Knows how to apply the elements of scientific research to solve problems by generating appropriate questions, performing adequate investigations, and constructing effective, multiple-step experiments
- Knows how to organize, analyze, and formulate experimental data into a coherent summation with suggestions for further study
- Knows why and how problem solving happens in math, science, and technology.
- Understands the essential qualities of good scientific methodology
- Understands that good scientific methodology should be used, demonstrated, and strengthened during the study of scientific concepts and investigations
- Demonstrate adequate knowledge of the fundamental principles of life science, earth science, and biology

SOCIAL STUDIES STANDARDS:

- Each student should be able to clearly articulate what is unique about his or her social place in the context of the larger world as it relates to class, age, race, ethnicity, gender, and nationality.
- Each student should be able to comment on the social structure of the Philadelphia community and how he or she fits into that structure
- Each student should be able to identify cultural bias as it relates to his or her own beliefs and the beliefs of others. The issue of cultural subjectivity and bias should be addressed or dealt with in at least one media project during the student's career at New Media Technology Charter School
- Each student should have a general understanding of popular cultural and religious mores and customs of peoples on every continent. For example, students should not only know that India contains large numbers of Hindu and Muslim people, but also the primary distinguishing qualities between these two major religions
- Each student should have a small collection of media projects by the end of their senior year that addresses global issues that have cross-cultural implications. (e.g. world hunger, neo-colonialism, affairs in the Middle East, war, "Westernization")
- Students should be able to isolate various cultures around the globe and articulate generally how those cultures have evolved over time

- Each student should be able to compare the United States form of government with other governments in terms of ideologies, structure, institutions, and processes. Their analysis should also include comparisons with indigenous governmental systems in Africa, Asia, and Central/South America

Additionally, Imhotep has adopted the National Technology Standards for Students (NETS-S) to ensure that our graduates demonstrate competency in student technology literacy.

CULTURAL STANDARDS

In addition to meeting the Chapter 4 Academic Standards, Imhotep has designed an educational program whereby students will meet the following cultural standards:

- **Culturally-knowledgeable students are well grounded in the cultural heritage and traditions of their community.**

Students who meet this cultural standard are able to:

1. assume responsibility for their role in relation to the well-being of the cultural community and their life-long obligations as a community member;
2. recount their own genealogy and family history;
3. acquire and pass on the traditions of their community through oral and written history;
4. practice their traditional responsibilities to the surrounding environment;
5. reflect through their own actions the critical role that the local heritage language plays in fostering a sense of who they are and how they understand the world around them;
6. live a life in accordance with the cultural values and traditions of the local community and integrate them into their everyday behavior.
7. determine the place of their cultural community in the regional, state, national and international political and economic systems.

- **Culturally-knowledgeable students are able to build on the knowledge and skills of the local cultural community as a foundation from which to achieve personal and academic success throughout life.**

Students who meet this cultural standard are able to:

1. acquire insights from other cultures without diminishing the integrity of their own;
2. make effective use of the knowledge, skills and ways of knowing from their own cultural traditions to learn about the larger world in which they live;
3. make appropriate choices regarding the long-term consequences of their actions;
4. identify appropriate forms of technology and anticipate the consequences of their use for improving the quality of life in the community.

- **Culturally-knowledgeable students are able to actively participate in various cultural environments.**

Students who meet this cultural standard are able to:

1. perform subsistence activities in ways that are appropriate to local cultural traditions;
 2. make constructive contributions to the governance of their community and the well-being of their family;
 3. attain a healthy lifestyle through which they are able to maintain their own social, emotional, physical, intellectual and spiritual well-being;
 4. enter into and function effectively in a variety of cultural settings.
- **Culturally-knowledgeable students are able to engage effectively in learning activities that are based on traditional ways of knowing and learning.**

Students who meet this cultural standard are able to:

1. acquire in-depth cultural knowledge through active participation and meaningful interaction with Elders;
 2. participate in and make constructive contributions to the learning activities associated with a traditional camp environment;
 3. interact with Elders in a loving and respectful way that demonstrates an appreciation of their role as culture-bearers and educators in the community;
 4. gather oral and written history information from the local community and provide an appropriate interpretation of its cultural meaning and significance;
 5. identify and utilize appropriate sources of cultural knowledge to find solutions to everyday problems;
 6. engage in a realistic self-assessment to identify strengths and needs and make appropriate decisions to enhance life skills.
- **Culturally-knowledgeable students demonstrate an awareness and appreciation of the relationships and processes of interaction of all elements in the world around them.**

Students who meet this cultural standard are able to:

1. recognize and build upon the inter-relationships that exist among the spiritual, natural and human realms in the world around them, as reflected in their own cultural traditions and beliefs as well as those of others;
2. understand the ecology and geography of the bio-region they inhabit;
3. demonstrate an understanding of the relationship between world view and the way knowledge is formed and used;
4. determine how ideas and concepts from one knowledge system relate to those derived from other knowledge systems;
5. recognize how and why cultures change over time;
6. anticipate the changes that occur when different cultural systems come in contact with one another;

7. determine how cultural values and beliefs influence the interaction of people from different cultural backgrounds;
8. identify and appreciate who they are and their place in the world.

Imhotep has developed these cultural standards into cultural/social competencies for each grade level. These are attached to our Annual Report under the “Rigorous Instructional Program.”

Strengths and Challenges

OUR MANY STRENGTHS

Imhotep Institute Charter High School has made significant progress in implementing its mission. The following achievements are indicative of Imhotep’s commitment to excellence. The school provides a safe nurturing environment for both students and staff. Parents visit the school regularly and consult with teachers and administrators about student progress. The Imhotep faculty fosters a family-like atmosphere at the school. The school welcomes active caregivers and community participation in the educational lives of the students. The student population attendance rates are significantly higher than the neighborhood high schools. There is a concentrated effort to stress language arts and mathematics instruction and to nurture the student population towards personal and academic achievement. Our African-centered mission is flourishing, and our focus on STEM is increasing. We have scholar athletes including the 2011 and 2012 PIAA 2A State Boys Basketball Champions. Our students give back to the community with at least 60 hours of community service before graduation. Nearly 100% of our seniors graduate each year with nearly 100% being accepted into at least one college. We expect high achievement from all and provide a host of supports make that achievement a reality. In reflecting upon our 2011-12 school year, our Strategic Planning Committee has identified the following strengths:

- **A Successful Renewal Site Visit** — On November 9, 2011, as part of the charter renewal process with the School District of Philadelphia, Imhotep had a day-long site visit conducted by SchoolWorks. The site-visit reviewed the domains of student achievement, school operations/management, and overall school design through a series of focus group interviews with all Imhotep stakeholders, observations of school life, and review of school documents. While the renewal process remains ongoing at the time of document submission, the SchoolWorks site-visit provided a professional and independent assessment of Imhotep and yielded no findings/areas for improvement. Instead, the reviewers highlighted the many strengths that make Imhotep a high quality public charter school, including:
 - Student recruitment, intake, and placement procedures for ELL students are appropriate.
 - Faculty and staff are adequately trained and deployed to support student learning regarding ESL and special education students.

- Members of the governing body possess knowledge of the school and its students.
- Policies and procedures promote effective school operations and student success.
- The school provides a safe environment conducive to student learning and experiences.
- Budget distributions and resource allocations support teaching and learning.
- Leadership acts as a positive change agent to improve and optimize school success.
- Leadership empowers faculty and staff with decision-making responsibilities.
- Leadership is highly visible and accessible to support teaching and learning.
- Leadership provides frequent feedback on instruction and classroom practices.
- School staff and leaders model positive relationships that encourage collaboration and respect for learning.
- The school celebrates learning, accomplishments, and efforts.

And, most importantly, as we approach our 15th anniversary, we were thrilled that Imhotep visibly embodies the mission and vision we put forth in our original charter application. Not only did SchoolWorks find that Board members understand and support the school’s mission, vision, and core beliefs, they also found that, “Board members could easily discuss the mission, vision, and values of the school and articulate the importance of the mission in the school and surrounding community.” They further found that all stakeholders (i.e. Board, administration, teachers, parents, students, community partners) share a commitment to the school’s mission, vision and values. As the report states, “Observations of school life, the RSV team’s review of school documentation and focus groups with all stakeholders confirmed the African-centered aspect of the school’s mission to be alive in various ways. It is integrated through student uniforms (dashikis); curricular choices integrating African culture into all subjects; trips to Africa for staff, students and community members; community service in New Orleans in the aftermath of Katrina; Rites of Passage class; daily morning community meeting; and structuring the school as a center of community life.”

- **Preparing Students for the Future:** One of the primary aims of Imhotep is to expose students to the multitude of options that are available to them after graduation. As such, we endeavor to provide students with the supports they need to graduate on time and to provide them with first class college and career planning. In 2011-12, Imhotep again realized our vision with a 98% senior graduation rate. More importantly, at the time of our graduation ceremony 91% of our seniors had been accepted to at least one college or university. Our students benefit from college partnerships with Arcadia University, Community College, Cornell University, Drexel University, Florida A& M, Howard University, Cheyney University, Lincoln University, and Temple University, as well as from our College Access Center on site. And, our career academies, introduced in 2010-11 and continued in 2011-12, expose students to a host of career options.

- **Full Complement of Extracurricular Programming:** Imhotep believes that extracurricular programming is an integral part of a student's positive high school experience and that success in extracurricular activities often supports success in the classroom and improves a student's self esteem. In 2011-12, our scholar athletes participated in football, girls and boys basketball, cheerleading, cross country, track, and volleyball. Our performing arts department facilitated extracurricular activities in choir, modern dance, African dance, African drumming, martial arts, and drama. And students were able to develop their leadership and public speaking skills through Mock Trial and Imhotep's Student Government — Council of Youth Afrikan Leaders (C.O.Y.A.L). Some extracurricular programming highlights in 2011-12 included:
 - Students participated in the WHY After School Video Production Youth Program.
 - Students participated in the Mathematics Engineering Science Achievement Program (MESA) through Temple University, where an Imhotep STEM class received first place in each category of the Wind Energy Challenge.
 - Imhotep is in partnership with the What It Takes E-Mentoring Program that connects highly successful minority entrepreneurs, scientists, professional athletes, businessmen, military and medical professionals with high school males in grades 9 & 10. The mission of the program is to engage and motivate students towards success in their academic and professional endeavors.
 - Our students participated in the George Washington Carver Science Fair, demonstrating their problem solving abilities.
 - Our students were champions in the Aberdeen Assess Management Inc. Stock Market Investment Challenge, part of their Financial Literacy Project.
 - Our students were competition winner in the Knowledge@Wharton Investment Challenge, where students managed a portfolio of \$100,000 in virtual cash over a 10-week period.

In science fairs, spoken word, sports, essay and the performing arts competitions, Imhotep students have been recognized locally, nationally, and internationally.

- **Parent & Community Partners:** Parents are viewed as vital educational partners at Imhotep. The Wazuri Parent Association publishes monthly parent newsletters linking parents to valuable community resources and updating them on the Imhotep program. The Wazuri parent meetings are held at least 8 times per year in addition to high-interest parent workshops. Parents also participate on various school committees- Strategic Planning Committee, Fund Raising Committee, etc. The school also employs a Title I-funded Parent Ombudsman to organize parent activities and outreach as well as handle parent concerns. Just as technology plays a vital role in student lives at Imhotep, the school uses technology to engage parents in their students' educations, while keeping them informed about overall school news and individual student achievement. All parents are assigned an Imhotep email account, and, using Edline, the school sends bi-weekly email blasts to parents. At Imhotep, we understand that our parents chose to enroll their child at our school, and, so we honor their choice by cultivating a culture of parental involvement at the school.

AREAS OF OPPORTUNITY

As we prepare for the upcoming school year, Imhotep is seeking to address the following two areas of opportunity in 2012-13 to ensure that the school can continue to build upon its past successes while meeting increasingly higher State performance targets.

- Need to transition to the Common Core:** The instructional goals for the 2012-2013 school year to ensure that all students meet the No Child Left Behind (NCLB) requirements as well as improving Imhotep’s Annual Yearly Progress (AYP) will be to support the teaching staff in transitioning into the Common Core. Ensuring that all instructional staff incorporates the Common Core academic instructional shifts in all subjects with particular focus in English Language Arts and Mathematics will accomplish this goal. “High-quality Common Core State Standards (also, the Common Core or CCSS) implementation impacts student learning through improvements in instruction and clarity of purpose between educators, students, and parents. Good Common Core implementation should result in more students having the powerful, engaging, and challenging learning experiences that prepare them for success in college and career.” http://www.srpdc.com/files/documents/CCSSO_State-Spotlight-Document_April-20122.pdf

Imhotep’s administration will be working with The Common Core Institute’s Katharine Hatch, Regional Director for Pennsylvania on designing best practices for implementing the instructional shifts and practices across all subject areas.

Implementation of the Common Core State Standards calls for systems alignment that creates clarity for teachers and seamless transitions for students. To ensure accurate implementation of Pennsylvania’s Common Core Standards teachers will use the Pennsylvania Department of Education Standards Aligned System to plan and prepare lessons. Daily instruction will demonstrate evidence of the following instructional shifts and practices.

English and Language Arts	
English Language Arts Instructional Shifts	English and Language Arts Practices
Balance Fiction & Non-fiction Build Knowledge in Disciplines Staircase of Complexity Text-based Answers Writing from Sources Academic Vocabulary	ELAP.1. Use Informational Text.
	ELAP.2. Write to state opinion or argument with evidence of claims.
	ELAP.3. Be sure to read closely.
	ELAP.4. Evidence should be cited from multiple sources.
	ELAP.5. Analyze the “How & Why” of multiple texts.
	ELAP.6. Be sure to Interpret words and phrases.
	ELAP.7. Integrate and evaluate your content.
	ELAP.8. Be sure to include speaking and listening activities.

Mathematics	
Mathematical Instructional Shifts	Mathematics Practices

Focus Coherence Fluency Deep Understanding Applications Dual Intensity	MP.1. Make sense of problems and persevere in solving them MP.2. Reason abstractly and quantitatively MP.3. Construct viable arguments and critique the reasoning of others MP.4. Model with mathematics MP.5. Use appropriate tools strategically MP.6. Attend to precision MP.7. Look for and make use of structure MP.8. Look for and express regularity in repeated reasoning
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All other subjects will incorporate within their content area Mathematics/English Language Arts Instructional Shifts and Practices along with implementing an increased concentration on:

- Nonfictional literature
- Persuasive and Expository writing
- Student Speaking and Listening
- High order thinking skills i.e. Applying, Reasoning, Evaluating, Making Inferences

Implementation of Pennsylvania’s Common Core with fidelity will significantly over time increase Imhotep’s student academic performance on the Keystone exams, and better position our school to fulfill our mission, which is to, “provide a standards driven, high quality educational program for urban learner....” and “to nurture lifelong learners who are valuable members of the world community.”

- **Need to Recruit & Retain Certified and Highly Qualified Teachers** — When our renewal is approved, one of the statutory conditions we will have to agree to is ensuring that no less than 75% of our professional staff are properly Pennsylvania certified and that 100% of core content teachers (i.e. math, English, science, social studies, foreign language, and the arts) meet the NCLB definition of “highly qualified.” While our HQT percentage increased in 2011-12 to 89.6% (compared to 65% in 2010-11), according to PIMS, this still falls below the 100% requirement. And, unfortunately due to mid-year roster changes, the school’s certification declined to 69% in 2011-12 compared to 74% in 2010-11. Imhotep will focus on improving compliance with NCLB standards for teacher quality and ensure that all teachers who teach in core academic subjects are well prepared in their content area. The school will ensure that hiring practices only yield highly qualified teachers. Non-highly qualified teachers will be required to develop HQT Action Plans and make steady progress toward meeting HQT requirements. These plans will explicitly state achievable milestones for achieving both HQT status and certification. The Director of Teaching and Learning will review these plans with an outside consultant for accuracy and will meet with each NHQT to review their submitted plan. Teachers will be required to sign an agreement to complete the steps of their plan and will meet with the Director of Teaching and Learning quarterly to monitor

progress. Additionally, certification and HQT status will be tracked on a monthly basis by an external consultant and confirmed by the PIMS HQT submission in the spring. In early rostering and certification tracking, Imhotep projects that our 2012-13 certification will be 83% and our HQT will be 100%.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

In January 2007, the Imhotep Institute Charter High School embarked on a one-year strategic planning process. The planning process involved staff, parents, board members and community stakeholders. The school drafted a three-year strategic plan to accomplish its mission. The strategic plan served as the Imhotep's primary planning tool. The Strategic Planning Committee used the plan to monitor the school's progress toward its goals, student achievement, response to environmental changes and new opportunities. The committee also updated the Board of Trustees at Board meetings, with the charter annual report serving as the culminating report for each academic year. In subsequent years, Imhotep used the Getting Results School Improvement Plan tool to conduct bi-annual needs assessments, set goals, and develop action plans.

Our current strategic planning committee includes administrators, identified Board members, teachers, parents, education specialists, and educational partners/consultants meet formally and informally throughout the year to develop and implement strategic improvements to the school; to develop and monitor implementation of strategic plans in professional education, induction, educational technology, and student services; and to prepare the annual report.

In 2011-12, group convened again to continue to develop our School Services Plan and our Renewal Application (including five-year performance goals).

The committee examined the following data during the completion of these plans:

- PSSA spring 2011 test scores for mathematics and reading (grades 11) and a multi-year analysis
- PSSA spring 2011 test scores for writing (grade 11)
- PSSA spring 2011 test scores for science (grade 11)
- Scholastic QUIC Test (grades 9-12)
- 4Sight Benchmark assessments (grades 9-11)
- Student course grades in core academic subjects as reported by teachers
- Review of student senior projects
- Student behavior, attendance, and tardiness data
- Student feedback on surveys
- Parent feedback on surveys
- Teacher feedback as reported on annual surveys
- Review of teacher credentials (i.e., certification, education level, "highly qualified") and professional development needs

- Review of teacher observation records
- Review of State standards and No Child Left Behind (NCLB) requirements

The school has established a schedule for ongoing progress monitoring of the school's goals. Imhotep's Jenga Empowerment Mentor Support (JEMS) Program's Demonstrations Teachers led by the Director of Teaching and Learning meet weekly using data meeting protocols. The school's entire Leadership Team also meets weekly to do organizational planning and progress monitoring. Through this frequent progress monitoring, Imhotep 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
Blakney, Keith	IICHS	Special Education Representative	CEO
Bowman, Tameka	IICHS - Director of Teaching & Learning	Administrator	CAO
Cox, Steven	Drexell University	Community Representative	Board of Trustees
Davis, Curtis	IICHS - JEM Instructional Support Teacher	Secondary School Teacher	Teachers
Hardaway, Eric	NW Community Coalition for Youth	Community Representative	Board of Trustees
Kellum, Michelle	IICHS - JEM Instructional Support Teacher	Secondary School Teacher	Teachers
Layne, Tamala	IICHS - JEM Instructional Support Teacher	Secondary School Teacher	Teachers
Quartey, Samuel	IICHS	Board Member	Board President
Reiser, Melanie	Omnivest Properties Management, LLC	Business Representative	Board of Trustees
Segers, Jury	IICHS - JEM Instructional Support Teacher	Secondary School Teacher	Teachers
Thinna-Hamlett, Theresa	IICHS - Social Worker	Ed Specialist - School Counselor	Education Specialists
Toney, Debby	Imhotep (Parent Ombudsman)	Other	Board of Trustees
Wiggins, M. Christine	IICHS	Administrator	Board of Trustees
Williams, Jeffrey L.	IICHS - CAO/Principal	Administrator	Board of Trustees
Wilson, Marc	IICHS - Technology Specialist	Ed Specialist - Instructional Technology	Education Specialists
Wilson, Michelle	Parent	Parent	Board of

Goals, Strategies and Activities

Goal: I. Improve Student Achievement in Reading and Mathematics

Description: We will meet the performance goals for reading and mathematics on the new Keystone Exams in Algebra I and Literature beginning in 2012-13.

Strategy: Effective Instruction

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

Activity: Differentiated Instruction

Description: Imhotep teachers have received extensive training in differentiated instruction and lesson plans (submitted weekly) must include differentiated assignments for students below level, on level, and above level to ensure challenging learning expectations for all students.

Person Responsible Timeline for Implementation Resources

Williams, Jeffrey L.	Start: 9/1/2010	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Jegna Empowerment Mentor Support (JEMS) Program

Description: JEMS serve as Content Coaches for 40% of their assignment. The Coach collaborates with colleagues in meeting the mission and goals of the academic program; identifies program needs and works with instructional staff; supports the integration of Best Practices in classrooms; and works with teachers on a one-on-one basis and in instructional strategies, and assists with the design of instructional activities which address deficiencies in academic achievement. JEMS observe each teacher weekly and provide feedback for improvement.

Person Responsible Timeline for Implementation Resources

Bowman, Tameka	Start: 9/1/2010	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Rigorous, Interdisciplinary Senior Projects

Description: Senior students at Imhotep are immersed in rigorous interdisciplinary studies that are presented, critiqued, and analyzed for proficiency for academic promotion. This culminates with the senior project, which includes a presentation presented in front of an exhibition panel for review.

Person Responsible Timeline for Implementation Resources

Williams, Jeffrey L.	Start: 9/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Strategy: Identify Students in Need of Additional Support

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

Activity: 4SIGHT Benchmark Exam

Description: Imhotep administers the 4Sight benchmark assessment four times each year in grades 9 through 11. The Pennsylvania 4Sight Benchmark Assessments are valid, reliable and aligned to the PSSA and provide an estimate of student performance on the PSSA, as well as PA Academic Standards and Assessment Anchor level data to guide classroom instruction and professional development efforts.

Person Responsible Timeline for Implementation Resources

Bowman, Tameka	Start: 6/29/2012	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Childfind

Description: Imhotep participates in “childfind” — awareness and screening activities for the purpose of locating, identifying and evaluating resident students who are suspected of having special needs and are in need of specially designed instruction and related services.

Person Responsible Timeline for Implementation Resources

Segers, Jury	Start: 9/1/2011	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Implement Response to Intervention (RTI)

Description: A comprehensive RTI program is being developed for 2011-2012 with the expertise from outside consultants and a new Student Information System. RTI provides techniques to spot at-risk students early on through universal screening, a stage known as Tier I. Progress is then monitored through regular, technology-based assessments, and students deemed at risk for academic or behavioral learning deficits are moved into Tier II for targeted help. The goal is to help students remain in mainstream classes rather than channel them into special education programs. Only when Tier II interventions don't produce results is the student escalated to Tier III for more intensive remediation and referred special education services.

Person Responsible Timeline for Implementation Resources

Segers, Jury	Start: 9/1/2011	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Ongoing Analysis of Student Data

Description: A Data Team will be formed to maximize student achievement and meet AYP. The Data Team will meet not less than once per month and will be comprised of various stakeholders including the CEO, principal, director of teaching and learning, director of school climate, director of technology, JEMS and/or department chairs, grade group leaders, social worker, parent ombudsman, etc. The Data Team will use data to develop grade-level, classroom-level, or individual student intervention plans as well as to inform professional development planning, curriculum material purchases, support programming to be implemented, etc.

Person Responsible Timeline for Implementation Resources

Williams, Jeffrey L.	Start: 7/1/2012	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Study Island

Description: The Study Island PSSA test preparation program used at Imhotep enables the school to compile real-time grade, class, and student level data reports which can be used by teachers to target instruction. In an effort to institutionalize test preparation as part of the school's educational programming, Study Island is included on the report card and all students must complete a designated number of modules per semester to receive a "pass" in this area.

Person Responsible Timeline for Implementation Resources

Wilson, Marc	Start: 6/29/2012	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Universal Screening Process

Description: Imhotep uses Scholastic's QUIC Tests in reading and math as a universal screening process for all 9th graders and any new enrollees in grades 10-12. Combined with the previous year's PSSA results and the first 4Sight assessment these results are used to identify students at risk and develop an intervention plan.

Person Responsible Timeline for Implementation Resources

Bowman, Tameka	Start: 9/1/2010	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Strategy: Improve Parent Communication

Description: Parents are viewed as vital educational partners at Imhotep. Imhotep will ensure adequate and accurate parent communication.

Activity: Implement EdLine

Description: Imhotep uses EdLine as the school's website platform, which includes a notification system and provides each parent and student with an email account. Through EdLine, parents receive bi-weekly student reports stating their child's academic progress in each course, as well as assessment results (paper reports are sent to those families without access to the internet).

Person Responsible Timeline for Implementation Resources

Wilson, Marc	Start: 9/3/2012	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Strategy: Provide Adequate Support for Struggling Students

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

Activity: AutoSkill Academy of Reading

Description: Academy of Reading by AutoSkill is a browser-based individualized literacy intervention solution for struggling students designed to deliver fast, permanent gains in mastering core reading skills.

Person Responsible Timeline for Implementation Resources

Williams, Jeffrey L.	Start: 9/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: CSAP Process

Description: Imhotep implements a systemic process using techniques to mobilize school resources to remove barriers to learning. Members of the CSAP team are trained to identify problems, determine whether or not the presenting problem lies within the responsibility of the school and to make recommendations to assist the student and the parent. When the problem lies beyond the scope of the school, the CSAP team will assist the parent and student so they may access services within the community. CSAP team will implement the PDE-identified 4-step SAP process: referral, team planning, intervention and resources, and support and follow-up.

Person Responsible Timeline for Implementation Resources

Thinna-Hamlett, Theresa	Start: 7/1/2011	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Motivation Class

Description: Students performing at basic or below basic levels on the reading benchmark assessment were required to participate in “motivation class” in lieu of their second elective. In this class period, students spend extensive time using the AutoSkill Academy of Reading program, as well as receiving individually tailored interventions and test preparation support.

Person Responsible Timeline for Implementation Resources

Bowman, Tameka	Start: 9/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Personal Education Plans

Description: The Imhotep Institute Charter High School requires that students who are not meeting with success have a personalized education plan (PEP) developed by student, teacher, and parent.

Person Responsible Timeline for Implementation Resources

Bowman, Tameka	Start: 9/3/2012	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Tutoring

Description: While Imhotep's school day begins at 10:00 a.m., students performing below proficient on the 4Sight must attend the before-school tutoring program (8:00 a.m. to 9:45 a.m.) on Mondays and Thursdays, in which students participate in computer-based intervention programs, teacher-led intervention, test preparation support, and access to their teachers. All students are welcome to attend.

Person Responsible Timeline for Implementation Resources

Bowman, Tameka	Start: 9/3/2012	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Strategy: Provide Support for Students Entering Below Grade Level

Description: Imhotep provides additional support to students entering below grade level.

Activity: AutoSkill Academy of Reading

Description: Academy of Reading by AutoSkill is a browser-based individualized literacy intervention solution for struggling students designed to deliver fast, permanent gains in mastering core reading skills.

Person Responsible Timeline for Implementation Resources

Williams, Jeffrey L.	Start: 9/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: CSAP Process

Description: Imhotep implements a systemic process using techniques to mobilize school resources to remove barriers to learning. Members of the CSAP team are trained to identify problems, determine whether or not the presenting problem lies within the responsibility of the school and to make recommendations to assist the student and the parent. When the problem lies beyond the scope of the school, the CSAP team will assist the parent and student so they may access services within the community. CSAP team will implement the PDE-identified 4-step SAP process: referral, team planning, intervention and resources, and support and follow-up.

Person Responsible Timeline for Implementation Resources

Thinna-Hamlett, Theresa	Start: 7/1/2011	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Implement Response to Intervention (RTI)

Description: A comprehensive RTI program is being developed for 2011-2012 with the expertise from outside consultants and a new Student Information System. RTI provides techniques to spot at-risk students early on through universal screening, a stage known as Tier I. Progress is then monitored through regular, technology-based assessments, and students deemed at risk for academic or behavioral learning deficits are moved into Tier II for targeted help. The goal is to help students remain in mainstream classes rather than channel them into special education programs. Only when Tier II interventions don't produce results is the student escalated to Tier III for more intensive remediation and referred special education services.

Person Responsible Timeline for Implementation Resources

Segers, Jary	Start: 9/1/2011	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Motivation Class

Description: Students performing at basic or below basic levels on the reading benchmark assessment were required to participate in “motivation class” in lieu of their second elective. In this class period, students spend extensive time using the AutoSkill Academy of Reading program, as well as receiving individually tailored interventions and test preparation support.

Person Responsible Timeline for Implementation Resources

Bowman, Tameka	Start: 9/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Peer Mentoring

Description: All instructional staff at Imhotep receive weekly peer-mentoring from the JEMS/Content Coach program. The JEMS help teachers implement effective instructional practices that promote both improved teaching and also foster student creative critical thinking.

Person Responsible Timeline for Implementation Resources

Bowman, Tameka	Start: 9/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Study Island

Description: The Study Island PSSA test preparation program used at Imhotep enables the school to compile real-time grade, class, and student level data reports which can be used by teachers to target instruction. In an effort to institutionalize test preparation as part of the school’s educational programming, Study Island is included on the report card and all students must complete a designated number of modules per semester to receive a “pass” in this area.

Person Responsible Timeline for Implementation Resources

Wilson, Marc	Start: 6/29/2012	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Success Academy

Description: Success Academy is a before-school (8:00 a.m. to 9:45) program for 11th grade students identified as below proficient on the 4Sight.

Person Responsible Timeline for Implementation Resources

Bowman, Tameka	Start: 6/29/2012	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Strategy: Remove Barriers to Learning

Description: Imhotep will ensure programs are in place to address non-academic barriers to learning (i.e. attendance, discipline, personal issues, etc.).

Activity: Attendance Monitoring & Truancy Intervention

Description: Imhotep recognizes that regular attendance in school is essential to the educational process. The school will make a concerted effort to contact parents immediately upon student absence and require parent meetings after the third unexcused absence. Truancy Elimination Plans will be developed for students with three or more unexcused absences (with the student in question, parents, and school support staff) and will be consistently monitored with fidelity.

Person Responsible Timeline for Implementation Resources

Bowman, Tameka	Start: 9/1/2011	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Behavioral Support Program

Description: Imhotep's school behavior code has a three-fold purpose. First, we wish to create a safe school environment where orderly instruction can take place. Next, by making clear what is desired behavior, we hope to encourage self discipline among our students. Finally, through the application of certain rules we hope to maintain a climate for developing good citizenship. Our intention is not to create punitive measure but to provide positive guidelines for desired behavior.

To apply these rules consistently, Imhotep has created a tiered disciplinary approach, classifying disruptive behaviors into four distinct levels. Depending on which level the specific behavior of the

Activity: Promoting Nutritional & Physical Wellness

Description: Imhotep is committed to providing a school environment that promotes and protects student's health, well-being, and ability to learn by supporting healthy eating and physical activity. As such, we have developed and implemented a school Wellness Policy (attached). The school engages students, parents, teachers, food service professionals, health professionals, and other interested community members in developing, implementing, monitoring, and reviewing school-wide nutrition and physical activity policies. Imhotep provides nutrition education and physical education to foster lifelong habits of healthy eating and physical activity, and works to establish links between health education, the school meal program, and related community services. All students have opportunities, support, and encouragement to be physically active on a regular basis.

Person Responsible Timeline for Implementation Resources

Bowman, Tameka	Start: 9/1/2011	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Re-Centering & Ma'atic Development

Description: Re-Centering helps students understand the need to demonstrate their intention to change by following and demonstrating an understanding of the Three Essences of Humanity, The Forty-Two Admonitions (guidelines for life) of Ma'atic, The Nguzo Saba (Seven Principles), and the criteria for the African-Centered student. Re-Centering takes place before school and intends to assist students by means of self-reflection on the behavior that needs to be changed.

Intended for students who commit more serious infractions, Ma'atic Development (MD) provides an alternative to out-of-school suspension. Through MD, the students have access to adult guidance to assist them with academic, social, and personal challenges. They are enabled to do their assigned class work and email their facilitators in order to smooth their transition back into the classroom and overcome some of the underlying sources of their behavioral difficulties. While in MD, the student is expected to reflect on the seriousness of their actions, understand that there are consequences for negative actions and behaviors, and take the necessary steps to correct the inappropriate behavior.

Person Responsible Timeline for Implementation Resources

Bowman, Tameka	Start: 9/1/2011	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Strategy: Using Data to Drive Instruction

Description: Imhotep Institute Charter High School will disaggregate data to identify strengths and weaknesses and use formative, summative, and performance based assessment data together to implement strategic, targeted, focused instructional interventions to improve student learning.

Activity: 4SIGHT Benchmark Exam

Description: Imhotep administers the 4Sight benchmark assessment four times each year in grades 9 through 11. The Pennsylvania 4Sight Benchmark Assessments are valid, reliable and aligned to the PSSA and provide an estimate of student performance on the PSSA, as well as PA Academic Standards and Assessment Anchor level data to guide classroom instruction and professional development efforts.

Person Responsible Timeline for Implementation Resources

Bowman, Tameka	Start: 6/29/2012	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Implement EdLine

Description: Imhotep uses EdLine as the school’s website platform, which includes a notification system and provides each parent and student with an email account. Through EdLine, parents receive bi-weekly student reports stating their child’s academic progress in each course, as well as assessment results (paper reports are sent to those families without access to the internet).

Person Responsible Timeline for Implementation Resources

Wilson, Marc	Start: 9/3/2012	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Ongoing Analysis of Student Data

Description: A Data Team will be formed to maximize student achievement and meet AYP. The Data Team will meet not less than once per month and will be comprised of various stakeholders including the CEO, principal, director of teaching and learning, director of school climate, director of technology, JEMS and/or department chairs, grade group leaders, social worker, parent ombudsman, etc. The Data Team will use data to develop grade-level, classroom-level, or individual student intervention plans as well as to inform professional development planning, curriculum material purchases, support programming to be implemented, etc.

Person Responsible Timeline for Implementation Resources

Williams, Jeffrey L.	Start: 7/1/2012	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Universal Screening Process

Description: Imhotep uses Scholastic's QUIC Tests in reading and math as a universal screening process for all 9th graders and any new enrollees in grades 10-12. Combined with the previous year's PSSA results and the first 4Sight assessment these results are used to identify students at risk and develop an intervention plan.

Person Responsible Timeline for Implementation Resources

Bowman, Tameka	Start: 9/1/2010	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Goal: II. Highly Qualified Teachers (HQT)

Description: Imhotep will assure that all teachers who teach in core academic subjects are well prepared in their content area to comply with NCLB requirements. Imhotep's HQT rate will be 100%.

Strategy: Stress the Importance of HQT Status

Description: Instructional leadership that all new core content teachers meet HQT status and that any current NHQTs are working expeditiously toward meeting HQT requirements.

Activity: Hiring Practices

Description: Hiring practices for 2011-2012 and 2012-13 will ensure that all new teachers in core content areas meet HQT requirements through valid PA certification, HOUSSE, passing the content area Praxis, or possessing a bachelor's or master's degree in the content area. Proof of HQT will be required at time of application.

Person Responsible Timeline for Implementation Resources

Wiggins, M. Christine	Start: 9/1/2010	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Individual Professional Development Plans for NHQT

Description: Any returning NHQT teachers will be required to update their Individual Professional Development Plan. These plans will explicitly state achievable milestones for achieving both HQT status and certification. The Director of Teaching and Learning will review these plans with an outside consultant for accuracy. The Director of Teaching and Learning will meet with each NHQT to review their submitted plan and require the teachers to sign an agreement to complete the steps described therein. The Director of Teaching and Learning will meet with each NHQT quarterly to monitor progress on meeting the steps.

Person Responsible Timeline for Implementation Resources

Bowman, Tameka	Start: 9/1/2010	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Track HQT Status

Description: Certification and HQT status will be tracked on a monthly basis by external consultant and confirmed with PIMS HQT submission.

Person Responsible Timeline for Implementation Resources

Wiggins, M. Christine	Start: 3/1/2011	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Goal: III. Infusion of African Culture

Description: Imhotep will integrate the concepts of an African-centered culture infusion into daily practices. Cultural infusion is a large part of the instructional vision at Imhotep Institute Charter School. Our ultimate goal is to have all content areas (math, literacy, science and social studies) infused with African culture and history. As part of this process, we are providing teachers with skills and competencies which are necessary to accomplish this goal.

Strategy: Integrating African Culture into All Subjects

Description: Using lesson planning, homework, and project based learning to infuse cultural instruction into all subjects.

Activity: Cultural Infusion PD

Description: Imhotep will provide professional development to all teachers on integrating cultural infusion into all subjects including English, History, Science, and Math.

Person Responsible	Timeline for Implementation	Resources
Williams, Jeffrey L.	Start: 8/29/2011 Finish: 4/1/2012	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	4	80
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Imhotep Administration	<ul style="list-style-type: none"> School Entity 	Approved

Knowledge and Skills Research and Best Practices Designed to Accomplish

Using lesson planning, homework, and project based learning to infuse cultural instruction into all subjects. ENGLISH: Critical reviews and reading of African authors (from American Lit to World Lit); HISTORY: Afrocentric ideas and facts to support an infusion in history including connecting Greek Art and Sculptures to Egyptology; SCIENCE: Afrocentric ideas, facts, and origins of science connected to modern science (i.e. Astronomy of Ancient people and Sirius star connected to today): MATH: Afrocentric math principles such as geometry and designing of architecture built into modern math as well as equations.	Imhotep's underlying philosophy 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. An African centered educational program with an emphasis in mathematics, the sciences, and technology provides the environment needed for urban learners.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. Empowers educators to work effectively with <u>parents and community partners</u>. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on
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- learning.
- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> Classroom teachers Other educational specialists 	<ul style="list-style-type: none"> High school (grades 9-12) 	<ul style="list-style-type: none"> Reading, Writing, Speaking & Listening Science and Technology Mathematics History

Follow-up Activities

Evaluation Methods

- | | |
|---|---|
| <ul style="list-style-type: none"> Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussions Lesson modeling with mentoring | <ul style="list-style-type: none"> Review of participant lesson plans Portfolio |
|---|---|

Status: In Progress — Overdue

Activity: Restorative Practice & Pillars of Peace PD

Description: How to effectively use restorative practice and the Pillars of Peace for conflict resolution.

Person Responsible	Timeline for Implementation	Resources
Williams, Jeffrey L.	Start: 8/29/2011 Finish: 4/1/2012	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	2	80
Organization or	Type of Provider	Provider's Department of

Institution Name	Education Approval Status
Imhotep Administration • School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
How to effectively use restorative practice and the Pillars of Peace for conflict resolution.	Pillars of Peace is a holistic, culturally-centered conflict resolution program. Beyond establishing a mediation center, Pillars of Peace seeks to create a culture of harmony and values-based peace within the school. The restorative approach is based on the belief that the people best placed to resolve a conflict or a problem are the people directly involved, and that imposed solutions are less effective, less educative and possibly less likely to be honored.	<p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
<ul style="list-style-type: none"> Classroom teachers Principals / asst. principals Other educational specialists 	<ul style="list-style-type: none"> High school (grades 9-12)

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> Journaling and reflecting 	

Status: In Progress — Overdue

Statement of Quality Assurance

Charter school has met AYP.

There are currently no supporting documents selected for this section.

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

What curriculum does your charter school utilize?

We are an African centered, science, math and technology focused institute. Imhotep is culturally responsive and links to partnerships with many community organizations and resources. Students are exposed to a world-view experience that relates to all people, cultures,

and tradition from the context of their reality, which will enhance their self-esteem, positive self-imagining and higher standard of educational excellence.

Imhotep uses the School District of Philadelphia's Core Curriculum with modifications to the sequence (to ensure that we cover the content that is assessed on the PSSA prior to the exam) and for cultural infusion.

Our curriculum is grounded in the African principles of Ma'at and Nguzo Saba. Ma'at represents reality in all its manifestations both spiritual and material. It is the divine force that encompasses and embraces everything that is alive and exists. As an ethical system, Ma'at is often discussed as seven cardinal virtues (truth, justice, righteousness, harmony, balance, reciprocity, and order). The Nguzo Saba are seven principles: Umoja, Unity; Kujichagulia, Self-determination; Ujima, Cooperative Work and Responsibility; Ujamaa, Collective Economics; Nia, Purpose; Kuumba, Creativity; and Imani, Faith.

Our curriculum was designed to be culturally-responsive. As such, we ensure that our curriculum: reinforces the integrity of the cultural knowledge that students bring with them; recognizes cultural knowledge as part of a living and constantly adapting system that is grounded in the past, but continues to grow through the present and into the future; uses the local language and cultural knowledge as a foundation for the rest of the curriculum; fosters a complementary relationship across knowledge derived from diverse knowledge systems; and situates local knowledge and actions in a global context.

In 2011-12, Imhotep implemented its career cluster model for the second year, whereby students can elect to participate in vocationally-based academies as an elective in addition to their college preparatory curriculum:

- **Culinary Arts Program** — The Culinary Arts program designed for students to gain experience working in a professional kitchen environment, using professional small-wares and equipment. Emphasis is placed on techniques and technology used in the foods industry. Students learn safety and sanitation competencies, quantity food preparation and conversions, food storage requirements, weights and measures. They learn the vocabulary of basic food preparation and understand the importance of planning, time management and efficiency with regards to food production. Students will prepare a full range of menu items from appetizers and hors d'oeuvres to soups, salads, entrées and desserts.
- **Communications Academy** — Students in the Communications Academy learn to write, direct, record, edit and produce documentaries and original video productions. The Academy combines video and television production, public speaking, writing skills, journalism, media research, and interpersonal skills to create various forms of media. These media productions are radio programming, broadcasting, public service announcements, original short movies, and commercials.
- **Performing Arts Academy** — The Performing Arts Academy is committed to training young people in African drumming, capoeira, dance, theater, music, and instrumental. The faculty is dedicated to maintaining a standard of professionalism that would prepare our youth to continue their performing arts training in high education. We believe in molding their raw talent and crafting and technically enhancing skills in lighting, costume, and set design. We are in the business of producing spiritually sound, culturally aware, tenacious, confident, intelligent artists.

- **Science, Technology, Engineering, & Math (STEM) Academy** — STEM Academy provides students with the skills and experiences necessary to assist them in achieving their full potential as problem solvers of tomorrow. Initiatives are designed to further develop their STEM knowledge to meet the needs and challenges of innovative science and technological advances. Students are provided with opportunities to explore, apply, and connect their learning to real-world applications. Students participate in an accelerated academic program, which prepares them to take advance courses during their senior year in high school. They learn through interdisciplinary projects, collaborative research, independent studies, and field experiences. Topics of study may include forensic science, environmental sustainability, underwater robotics, and computer programming.
- **Medical Arts/Nursing**

Do you have documentation that shows that your curriculum meets the Chapter 4 content standards and all requirements?

Both the academic and non-academic goals of Imhotep Institute Charter High School are consistent with Philadelphia subject curriculum. The emphasis on reading, writing, mathematics, school-to-work, problem solving, and technology across the curriculum, reflects alignment of the Imhotep program with the standards and objectives of the Philadelphia School District and Pennsylvania Department of Education.

Furthermore, Imhotep employs Study Island for additional reinforcement of academic concepts, and Study Island is directly aligned to the PSSA assessment anchors. This web-based program provides ongoing data on student progress toward achieving to the PA Standards. The reports that are generated through these programs provide Imhotep real-time data on any gaps or deficiencies in our curriculum, and we are able to make adjustments immediately, rather than waiting until year-end.

Teachers are required to submit lesson plans each week that demonstrate how individual lessons are aligned with the PA standards. Three examples of this standards alignment are attached to this report.

How is the curriculum organized to meet the developmental and academic needs of students?

The Imhotep Institute Charter High School requires that students who are not meeting with success have a personalized education plan (PEP) developed by student, teacher, and parent. Testing and evaluation procedures are in place in order to determine the needs of each student and readiness to move through the curriculum.

We give each student the Baseline Test to determine their reading and mathematics levels. Our evaluation procedures determine the needs of the student and their readiness to move through the curriculum. We then organize the School District of Philadelphia curriculum into 9 week chunks of manageable material. We use 4Sight Benchmark Assessments. A Baseline Assessment is given at the beginning of the year, followed by three Benchmark Assessments throughout the year to document student growth. A Data Team meets regularly to review all of our data and identify those students who need additional resources and/or support to better their academic achievement.

Our formative assessment program helps the teacher identify the lesson plans that will provide differentiated instruction to their individual classes. Participants in weekly instructional team meetings discuss student development and plan alternate strategies for lack of achievement. Instructional teams also meeting weekly with administration to review data and discuss instructional challenges.

Additionally, Imhotep operates a modified “twilight school” model, with the regular school day running from 10:00 a.m. to 5:00 p.m. In addition to being more responsive to the time of day in which youth learn best, this model enables Imhotep to implement an extensive system of in-and-out of school supports to help students achieve the goals of their Personalized Educational Programming.

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

The curriculum employs culturally sensitive, culturally inclusive, and standards driven materials. Only primary sources are used and instruction is geared toward multiple intelligences research. Educational scholars assist the staff in the process of integrating MA’AT, the Nguzo Saba principals into science, math, language arts, and technology within a constructivist teaching and learning environment. A collaborative planning approach is implemented throughout the professional staff to emphasize shared instructional responsibility and a holistic view of each child’s strengths and needs.

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

A variety of teaching methods and techniques are utilized to engage students and move them to their age/grade appropriate level. Instructional strategies include extensive mentoring provided by staff, parents, and community members, as well as tutoring. The instructional focus emphasizes the acquisition of the skills, information, and knowledge necessary for students to interact successfully with and be productive in the world in which they live. Instruction is standards-driven, using the constructivist approach. To support basic language and math skills, Imhotep students are provided with AutoSkills Academy of Reading and Academy of Math computer software curriculum. The design of the AutoSkills Program helps to provide the scaffolding necessary to help students build and expand upon developing mental models, and learn valuable content independently and at increasingly faster rates. Students also have access to Study Island both in and out of school.

Imhotep operates a modified “twilight school” model, with the regular school day running from 10:00 a.m. to 5:00 p.m. In addition to being more responsive to the time of day in which youth learn best, this model enables Imhotep to implement an extensive system of in-and-out of school supports to help students achieve the goals of their Personalized Educational Programming, including:

- **Motivation Class:** Students performing at basic or below basic levels on the reading benchmark assessment are required to participate in “motivation class” in lieu of their second elective. In this class period, students spend extensive time using the AutoSkill

Academy of Reading and Academy of Math programs and Study Island, as well as receiving individually tailored interventions and test preparation support.

- **Tutoring:** While Imhotep’s school day begins at 10:00 a.m., students performing below proficient on the 4Sight must attend the before-school tutoring program (8:00 a.m. to 9:45 a.m.) on Mondays and Thursdays, in which students participate in computer-based intervention programs, teacher-led intervention, test preparation support, and access to their teachers. All students are welcome to attend.
- **Summer Program:** Students in grades 9 to 11 who score below proficient on the last 4Sight benchmark of the year are referred to the summer reading and math program.
- **JAMMA Empowerment Program** -- JAAMA is an academic enrichment program offered at ICHS to students in Grades 9-12. JAAMA is Swahili for “family,” the program is committed to strengthening and empowering the entire family unit. JAAMA students receive homework assistances, tutoring, study and test-taking skills, college preparation, recreational, cultural trips and college tours. JAAMA parents receive workshops, academic support and assistance, and college preparation information JAAMA is held Monday — Friday from 7:00 A.M. — 10:00 A.M.

What types of teaching strategies are used to actively engage students in the learning process?

Imhotep provides an African-centered educational program. African-centered education is not just about what we teach but how we teach and assess. This means scholars are using approaches that are culturally synchronistic and consistent with the learning styles of African Children as in the literature by many Black psychologist and educators, and derived from ancient and traditional African methodologies of teaching and learning. This means approaches to teaching and learning that are: experiential, intergenerational, communal, collaborative, dialogic, family and community based, expressive, purposeful, constructivist, generationally, socially, politically, economically relevant to the lives, experiences, and destiny of African people.

Imhotep is designed to be a culturally responsive school. Adapted from the Alaska Culturally Responsive Schools Project, we believe that:

- A culturally-responsive school fosters the on-going participation of Elders in all aspects of the schooling process.
- A culturally-responsive school provides multiple avenues for students to access the learning that is offered, as well as multiple forms of assessment for students to demonstrate what they have learned.
- A culturally-responsive school has a high level of involvement of professional staff who are of the same cultural background as the students with whom they are working.

- A culturally-responsive school consists of facilities that are compatible with the community environment in which they are situated.
- A culturally-responsive school fosters extensive on-going participation, communication and interaction between school and community personnel.

Imhotep expects our faculty to embody the cultural standards for educators:

- Culturally-responsive educators incorporate traditional and cultural ways of knowing and teaching in their work.
- Culturally-responsive educators use the local environment and community resources on a regular basis to link what they are teaching to the everyday lives of the students.
- Culturally-responsive educators participate in community events and activities in an appropriate and supportive way.
- Culturally-responsive educators work closely with parents to achieve a high level of complementary educational expectations between home and school.
- Culturally-responsive educators recognize the full educational potential of each student and provide the challenges necessary for them to achieve that potential.

A variety of teaching methods and techniques are utilized to engage students and move them to their age/grade appropriate level. Instructional strategies include extensive mentoring provided by staff, parents, and community members, as well as tutoring. The instructional focus emphasizes the acquisition of the skills, information, and knowledge necessary for students to interact successfully with and be productive in the world in which they live. Instruction is standards-driven, using the constructivist approach. To support basic language and math skills, Imhotep students are provided with AutoSkills Academy of Reading and Academy of Math computer software curriculum. The design of the AutoSkills Program helps to provide the scaffolding necessary to help students build and expand upon developing mental models, and learn valuable content independently and at increasingly faster rates. Students also have access to Study Island both in and out of school.

Students participate in mandatory “clubs” geared to improve literacy skills, in addition to being enrolled in the JAAMA Empowerment Program where students learn to think strategically, inclusively, and collaboratively.

Imhotep employs a variety of teaching strategies to engage students in learning. These include:

Large Group Instruction
 Small Group Instruction
 Thematic Units
 Multi-disciplinary Teams
 Computer Assisted Instruction
 Peer Teaching
 Remedial Skills Instruction

Multiple Intelligences Teaching
Portfolios
Constructivist Teaching
Authentic Assessments
Self-paced instruction
Small Learning Units
Reading strategies across the curriculum
Study and test taking skills across content areas
Tutoring
Hands-on
Project-based learning

educational technology, including mobile laptop units and interactive whiteboards to provide more interactive and engaging lessons.

Professional Development

As a culturally responsive institution it is important for us to provide the tools and methods necessary for our students to succeed and for our teachers to feel confident in furthering our mission. We believe that the investment in professional development supports these outcomes. Each month we hold workshops led by our professional development team and outside consultants.

Professional development activities include:

- Summer pedagogical training for all teachers
- 5 additional days of summer training in Classroom Management and Responsive Classroom for new teachers
- Weekly team meetings that focus on effective instruction methods
- 2 or more grade-level planning sessions per week
- Extensive grade-level curriculum planning before the school year
- Full day and half day “lesson study” workshops with outside consultants
- Frequent in-class observations and team teaching
- Close, collaborative scrutiny of actual lessons
- Attendance at conferences and workshops outside of school

Additionally, our staff receive daily professional support through our Jenga Empowerment Mentoring Support Program. JEMS are highly effective teachers who serve as Content Coaches for 40% of their assignment. The Coach collaborates with colleagues in meeting the mission and goals of the academic program; identifies program needs and works with instructional staff; supports the integration of Best Practices in classrooms; and works with teachers on a one-on-one basis and in instructional strategies (i.e. peer mentoring), and assists with the design of instructional activities which address deficiencies in academic achievement. JEMS observe each teacher weekly and provide feedback for improvement. Additionally, the JEMS serve as the data team at Imhotep and discuss benchmark results at weekly meetings (including 4Sight and Scholastic’s QUIC Tests). Results inform instructional decisions, including determining which students require interventions. Teachers use this data to develop weekly lesson plans that differentiate instruction to three levels.

Rigorous Instructional Program - Attachments

- Imhotep Professional Development Plan Approval Letter
- Imhotep Induction Plan Approval Letter
- Imhotep Cultural Social Competencies by Grade

English Language Learners

Imhotep Institute Charter High School offers an educational program to meet the needs of students with Limited English Proficiency (LEP), also known as English Language Learners (ELLs). Imhotep complies with Pennsylvania Regulations, Chapters 4 and 11; and all federal laws, including Title VI of the Civil Rights Act, the Equal Educational Opportunity Act (EEOA), the No Child Left Behind Act (NCLB), and regulations and case law under those statutes in addition to other federal, state, and local mandates regarding program design, staffing, and evaluation of its effectiveness. Students remain in the program until they satisfy the exit requirements.

The mission of the English as a Second Language (ESL) Program (which served 2 students in 2011-12) is to support students in the areas of both language acquisition and cultural adjustment. In the area of language acquisition, the goal of the ESL Program is to provide students with the opportunity to develop communication skills in speaking, listening, reading and writing, thereby enabling the students to be successful within the academic mainstream classroom. The program will assist the students through their cultural adjustment by helping them develop an understanding of American culture. At the same time, the students will be encouraged to share their cultural backgrounds and realize the importance of their role in a multicultural society.

The ESL Program adheres to the following guiding principles for English Language Learners:

- English Language Learners are held to the same high expectations of learning established for all students.
- English Language Learners develop full receptive and productive proficiencies in English in the domains of listening, speaking, reading, and writing, consistent with expectations for all students.
- English Language Learners are taught challenging content to enable them to meet performance standards in all content areas, including reading and language arts, mathematics, social studies, science, the fine arts, health, and physical education, consistent with those for all students.
- English Language Learners receive instruction that builds on their previous education and cognitive abilities and that reflects their language proficiency levels.
- English Language Learners are evaluated with appropriate and valid assessments that are aligned with state and local standards and that take into account the language acquisition stages and cultural backgrounds of students.
- The academic success of English Language Learners is a responsibility shared by all educators, the family, and the community.

Staffing credentials at Imhotep consists of the following:

Personnel	Role
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Mrs. Nsima Camara	ESL Specialist (Contracted Consultant)
Mrs. Jury Segers (<i>staff</i>)	ESL Specialist
Ms. Siobhan Lyons (<i>staff</i>)	ESL Specialist
Ms. Theodosia Hall	ESL Support

In addition, the following languages are spoken in school by staff:

Personnel	Language(s) Spoken
Johnny Rivera	Spanish
Keith Blakney	Brazilian Portuguese
Nick Lincoln	Spanish
Michelle Kellum	American Sign Language
Pearl Armah	Ga, Twi, Fanti, Ashanti
William Davis	Yoruba
Renilde Acholla	Swahili, French, Kirundi, Spanish
Christiane Kailly	French, Lari, Lingala, Kikongo

Imhotep uses both a Pull-Out and a Push-In model referred to as the English Language Development (ELD) Program to develop literacy in English for ELL students. Pull-Out support is provided before advisory four days per week for 1 hour and 15 minutes such that students in the program have an extended day as not to interfere with their participation in the regular curriculum. The students can share the same native language or be from different language backgrounds; generally there is no support for native language. All instruction will be in English; adapted to students' proficiency levels. The language of content instructions will be in English, but the teachers will have receptive skills in students' native language. The language arts instructions will be in English; students leave their English-only classroom to spend part of the day receiving ESL instruction often focused on grammar, vocabulary, and communication skills.

Additionally, an ESL-Push-In model is in place to support the continued academic growth. Push-In support is provided one day per week whereas the students are supported in their content area subjects by the ESL teacher and assistant. The teacher also collaborates with the content area teachers to assess needs and assist with areas of concerns.

During the renewal site visit, SchoolWorks also found strength in Imhotep's ELL Program, noting that, even with its small size, the school understands the importance for having a program in place. They noted that translations are available and staff are inventoried for languages they speak, that the school administers the required home language survey, and that the school had staff certified (or on their way to certification) in ESOL as well as a qualified consultant to lead the ELL program.

Imhotep fully complies with PDE reporting related to ELL, including PIMS and EdHub reports. Attached please find our PIMS ACCESS for ELLs ACS and the EdHub LEP report to PDE from 2011-12.

English Language Learners - Attachments

- Imhotep ELL Policy
- Imhotep LEP EdHub District Entry Report 2011-12
- Imhotep PIMS ACCESS for ELLs ACS 2011-12

Graduation Requirements

The Imhotep Institute Charter High School requirements for graduation follow the criteria established under Chapter 4. Specific components for successful graduation are:

- ✓ Successfully Completing All Course Requirements (22.5 Credits)
- ✓ Achieving Academic Standards As Demonstrated by:
 - Proficiency on the PSSA Exams; and/or
 - Proficiency on IICHS academic assessments
- ✓ Successfully Completing Senior Graduation Project
- ✓ Successfully Competing 60 Hours of Community Service

COURSE REQUIREMENTS

(22.5 TOTAL CREDITS REQUIRED FOR GRADUATION)

Core Courses:

- 4 credits in ENGLISH (English 1, English 2, English 3, English 4)
- 4 credits in MATH (Algebra 1, Algebra 2, Geometry, Pre-Calculus)
- 4 credits in SCIENCE (Earth Science, Biology, Chemistry, Physics)
- 3 credits in SOCIAL STUDIES (African History, American History, World Cultures)
- 2 credits in LANGUAGE
- 2 credits in HEALTH/PE (Health, Physical Education)

Elective Courses:

- 3 credits in Electives (Academy Electives and Skills Courses)

Non- Course Credits

- 0.5 credits for Senior Multidisciplinary Project

SENIOR PROJECT

All seniors must complete a Comprehensive Senior Project and present it in front of a panel of judges. The project is assigned and closely monitored by the grade 12 facilitators.

COMMUNITY SERVICE

Community Service refers to any volunteer activity in which a student participates during his/her high school career. Students are required to have a supervising adult complete a Community Service Form for all volunteer activities. Students have until graduation to complete 60 (sixty) community service hours.

Special Education

The special education department at ICHS provides instructional and related services to all students evaluated, identified and eligible for specialized services. Our students are included across all academic areas to the extent that their disabilities allow. ICHS adheres to the federal No Child Left Behind (NCLB) laws, the Individuals with Disabilities Education Improvement Act (2004) ("IDEIA") and Section 504 of the Rehabilitation Act of 1973, in addition to other federal, state, and local mandates. ICHS adheres to state and federal criteria when providing special education services to students who meet one or more of the following criteria: learning disabilities, speech impairments, physical handicaps, mental retardation, emotional disturbance, autism, multiple handicaps, traumatic brain injury, visual handicaps, or hearing impairments. Services are provided for students through their 22nd birthday.

Imhotep's Special Education Department is to integrate all students with disabilities into the full educational program of the charter school ensuring that students with special needs have the same opportunities as their regular education counterparts. Through the provisions of special education services, students with disabilities at Imhotep are guaranteed an equal opportunity for a Free Appropriate Public Education (FAPE) within the least restrictive environment (LRE). Imhotep also endorses the concept that students with disabilities shall be educated with their nondisabled peers to the extent that they will benefit.

Imhotep participates in "childfind" — awareness and screening activities for the purpose of locating, identifying and evaluating resident students who are suspected of having special needs and are in need of specially designed instruction and related services. Parents/guardians who have concerns about the childfind process are encouraged to call the special education coordinator. A student may be referred for a special education evaluation by any source. The referral is to be made in writing and submitted to the special education coordinator. In addition, Imhotep has created the CSAP Team as a means for identifying students who are at risk academically.

Parent participation in the special education process is required. Parents are required to attend yearly IEP meetings and are free to contact the school at any time to discuss their child's progress or to schedule a meeting with the special education coordinator. Imhotep staff also involve parents by providing ongoing meetings and training sessions on the various aspects of the IEP creation process and implementation and relevant special education topics.

Imhotep provides speech and language therapy, occupational therapy, itinerant learning support, psycho-educational evaluations, psychological evaluations, home-school connection, emotional support, life-skills, and any other supports or related services as defined by our students' IEPs.

A comprehensive RTI program has been developed for 2011-2012 with the expertise from outside consultants and a new Student Information System. RTI provides techniques to spot at-risk students early on through universal screening, a stage known as Tier I. Progress is then monitored through regular, technology-based assessments, and students deemed at risk for academic or behavioral learning deficits are moved into Tier II for targeted help. The goal is to help students remain in mainstream classes rather than channel them into special education programs. Only when Tier II interventions do not produce results is the student escalated to Tier III for more intensive remediation and referred special education services.

Additionally, as a high school, transition planning services are essential to our special education program. Imhotep’s transition planning is a coordinated set of activities focused on improving the academic and functional achievement of s student with disabilities to promote the student’s movement from school to post-secondary activities. Post-school activities can include college, vocational training, employment, continuing adult education, adult services, independent living or community participation. At Imhotep our transition planning is outcome oriented and focuses on results that help the student reach his or her post-school goals. This transition planning occurs during the IEP meeting.

Imhotep has developed a comprehensive set of special education policies, as well as an operational manual, which are attached to this report. During the renewal site visit, SchoolWorks noted Imhotep’s services to students with special needs as a strength, citing that the school knows how to properly place students in classrooms, staff were properly certified and adequately trained to work with special education, modifications for special needs students were evident on lesson plans, case managers were on staff to support the program, and a CSAP program exists.

Finally, Imhotep underwent its cyclical monitoring by PDE’s Bureau of Special during the week of February 16, 2012. We are pleased to report that the comprehensive review revealed no major findings requiring corrective action. The report from BSE is attached to this report.

Special Education - Attachments

- Imhotep Special Education Operations Manual
- Imhotep Special Education Policies 1 of 3
- Imhotep Special Education Policies 2 of 3
- Imhotep Special Education Policies 3 of 3
- Imhotep BSE Compliance Monitoring Review Feb 2012

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
K. Blakney	1.00	Learning/Emotional Support	Imhotep	24	N/A
N. Augcomfar	1.00	Learning/Emotional Support	Imhotep	26	N/A
T. Harley	1.00	Learning/Emotional Support	Imhotep	23	N/A
K. Williams	1.00	Learning/Emotional Support	Imhotep	21	N/A

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
Director of Special Education	Imhotep	1.00
Special Education Paraprofessional	Imhotep	1.0
Special Education Paraprofessional	Imhotep	1.0

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Catapult	Speech Services	8 hours/wk
Village Care Services	Audiology Services & Physical Therapy	2 hours/wk
N-PSY-T Psychological Services	Special Education Consultant	8 hours/wk
Ms. Deon Allen	Psychologist	8 hours/wk
Ms. Nsima Camara	ESOL & Special Education Consultant	4 hours/wk
Germantown Psychological Associates (GPA)	Behavior Specialist Support	4 hours/wk

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
N/A (School serves grades 9-12)	No	No	No	No	No	No

Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
PSSA (Reading, Math, Science, & Writing)	No	No	No	No	No	Yes	No
4Sight (Reading & Math)	No	No	No	Yes	Yes	Yes	No
Scholastic QuicTests (Reading & Math)	No	No	No	Yes	No	No	No

Student Assessment

PSSA:

At the time of submission of this report, final AYP and PSSA results for 2011-12 had not yet been distributed. Additionally, the preliminary AYP file with PSSA data was delayed for charter schools. As a result, Imhotep Institute Charter High School's leadership team is still in the process of analyzing this data.

Local Assessment

In addition to the state-mandated PSSA in reading, math, writing, and science, Imhotep has adopted a robust system of local assessments.

Since 2009-10, we have used 4Sight as our benchmark assessment for math and reading in grades 9-11. 4Sight is administered 4 times per year, and results are discussed at weekly JEMS meetings, as JEMS serve as the data team. Results inform instructional decisions, including determining which students require interventions. Teachers use this data to develop weekly lesson plans that differentiate instruction to three levels. 4Sight results for 2011-12 follow below:

Imhotep Institute Charter School 2011-2012				
4Sight Math				
9th				
	Baseline	1 st	2 nd	3 rd
Student Count	111	149	152	146
Below Basic	66	64	78	48
Basic	41	74	58	63
Proficient	4	10	15	34
Advanced		1	1	1
Imhotep Institute Charter School 2011-2012				
4Sight Math				
10th				
	Baseline	1 st	2 nd	3 rd
Student Count	161	159	154	132
Below Basic	61	45	55	36
Basic	75	64	55	45
Proficient	24	46	40	46
Advanced	1	4	4	4
Imhotep Institute Charter School 2011-2012				
4Sight Math				
11th				
	Baseline	1 st	2 nd	3 rd
Student Count	103	115	106	*N/A
Below Basic	25	32	21	*N/A
Basic	29	45	40	*N/A
Proficient	42	35	41	*N/A
Advanced	7	3	4	*N/A

Imhotep Institute Charter School 2011-2012				
4Sight Reading				
9th				
	Baseline	1 st	2 nd	3 rd
Student Count	115	148	140	150
Below Basic	40	63	64	46
Basic	34	36	36	61
Proficient	41	46	36	42
Advanced		3	4	1
Imhotep Institute Charter School 2011-2012				
4Sight Reading				
10th				
	Baseline	1 st	2 nd	3 rd
Student Count	155	178	163	130
Below Basic	43	78	44	47
Basic	44	43	41	37
Proficient	68	57	74	41
Advanced			4	5
Imhotep Institute Charter School 2011-2012				
4Sight Reading				
11th				
	Baseline	1 st	2 nd	3 rd
Student Count	103	115	106	*N/A
Below Basic	25	32	21	*N/A
Basic	32	45	40	*N/A
Proficient	42	34	40	*N/A
Advanced	4	4	5	*N/A

We also utilize diagnostic assessments to monitor and analyze strengths, weaknesses, knowledge, and skills, including Scholastic's QUIC Tests. These tests are administered to all freshmen and any other new students. We maintain a hard and digital calendar which includes assessment dates to ensure that all stakeholders are aware of assessment time-line. Weekly JEMS meetings provide the forum for the ongoing discussion of assessment data and for making adjustments to curriculum or instruction in a timely manner.

Teachers use formative (e.g. midterm and final exams) and summative assessments (e.g. specific standard-based project).

We give each student the Baseline Test to determine their reading and mathematics levels. Our evaluation procedures determine the needs of the student and their readiness to move through

the curriculum. We then organize the School District of Philadelphia curriculum into 9 week chunks of manageable material. We use 4Sight Benchmark Assessments. A Baseline Assessment is given at the beginning of the year, followed by three Benchmark Assessments throughout the year to document student growth. A Data Team meets regularly to review all of our data and identify those students who need additional resources and/or support to better their academic achievement.

Our formative assessment program helps the teacher identify the lesson plans that will provide differentiated instruction to their individual classes. Participants in weekly instructional team meetings discuss student development and plan alternate strategies for lack of achievement. Instructional teams also meeting weekly with administration to review data and discuss instructional challenges.

Finally, Imhotep makes extensive use of authentic, project-based assessments, including the culminating senior project in which students have to combine internship work, community service, and independent research on a self-selected topic and present their work in front of a panel of judges that include community leaders, teachers, and parents.

Student Assessment - Attachment

- Imhotep Institute Charter HS - SkillsTutor End of Year Report

Teacher Evaluation

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

2011-12 marked the third year of the Jenga Empowerment Mentor Support (JEMS) Program at Imhotep. JEMS serve as Content Coaches for 40% of their assignment. The Coach collaborates with colleagues in meeting the mission and goals of the academic program; identifies program needs and works with instructional staff; supports the integration of Best Practices in classrooms; and works with teachers on a one-on-one basis and in instructional strategies, and assists with the design of instructional activities which address deficiencies in academic achievement. JEMS observe each teacher weekly and provide feedback for improvement. A copy of the coaching and observation tools is attached to this document.

However, these observations from the JEMs are intended to be instructive rather than evaluative. Formal teacher evaluations are conducted by the school's Principal/CAO, Joseph Foster, who holds a PA administrative certificate. Mr. Foster conducts frequent weekly 20-minute, unannounced classroom walkthroughs using the H.E.A.R.T. (Higher-order thinking, Engaged learning, Authenticity, Rubric, and Technology use) observation model for each teacher.. This tool measures preparation for instruction, classroom environment, use of data to inform instruction, higher-order thinking, engaged student learning, authentic connections, rubrics, and technology use. A copy of this observation form is also attached to this report. In addition to these walk-throughs, Mr. Foster completes two formal observations each year using the PDE

In addition to the weekly JEMS observations, Imhotep's principal, Joseph Foster, completed two formal evaluations per year using the PDE form.

b.) List entities/individuals who are responsible for teacher and staff evaluation. The Chief of Staff was responsible for non-instructional staff evaluation.

The Principal/CAO was responsible for teacher and staff evaluation. The Principal/CAO holds a PA administrative certificate. Weekly coaching and observations were performed by the five JEMS coaches.

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.

The Principal attends frequent conferences to stay abreast of instructional techniques and participates in all site-based professional development at Imhote. The JEMS also received ongoing training on the coaching model by Barbara Moore Williams.

Teacher Evaluation - Attachment

- Imhotep Teacher and Staff Evaluation Forms

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

Imhotep has benefited from stable leadership at the Board and administrative level. In 2011-12 there were no changes on the Board of Trustees. Additionally, there were no changes in the senior leadership in 2011-12.

However, after leading Imhotep through the entire past charter term, principal Joseph Foster retired effective July 1, 2012. Mr. Jeffrey L. Williams has joined the Imhotep team in the position of Chief Academic Officer/Principal. Mr. Williams brings nearly twenty years of experience as an educator to Imhotep, both in the classroom and as an instructional leader. After serving in his first principal position at Germantown Settlement Charter School, Mr. Williams joined the School District of Philadelphia working as a school-based instructional specialist at George Washington High School and as an instructional support officer in the High School Academic Division 1. His background includes teaching in elementary and secondary institutions, counseling, and social work. His expertise is curriculum planning and execution, teacher coaching and development, integrating social services in the education environment, developing community collaborations, and developing and implementing strategies to raise student achievement. Mr. Williams is a Pennsylvania certified principal, as well as a certified teacher in early childhood and elementary education. He has earned a Masters of Arts in Community and Clinical Counseling from Eastern University, a Bachelor of Science in Education from Temple University, and certification in Educational Administration from Cheyney University.

Board of Trustees

Name of Trustee	Office (if any)
Dr. Samuel Quartey	President
Ms. Sheila Larry	Vice President
Mr. Broderick Jones	Secretary & Treasurer
Ms. Maisha Sullivan-Ongoza	Member
Ms. Gail Hawkins-Busch	Member
Mr. Eric D. Hardaway	Member
Mr. William Ballou	Member
Ms. Iris L. Jenkins	Member
Ms. Brenda J. Shields	Member

Professional Development (Governance)

In addition to receiving ongoing support from their business services company (Foundations, Inc.) and legal counsel, Imhotep's Board of Trustees participated in Board training at the close of the 2010-11 school year (May 12, 2011). Facilitated by Langsam Stevens & Silver LLP, the session was titled "Charter School Best Practices and Legal Compliance Training." It covered the Board's legal obligations under the Pennsylvania Public Official and Employee Ethics Act, the Charter School Law, and the Sunshine Act.

In 2011-12, Imhotep's Board continued to participate in development activities, including a day-long strategic planning session with administration and teachers, facilitated by OmniVest Management, LLC on October 31, 2011. And, a representative of the Board, Ms. Gail Hawkins-Bush, attended the National Charter School Conference in June 2012, where she attended sessions on governance and operations. She will share information with the Board.

Finally, beginning 2012-13, Imhotep is contracting with OmniVest Properties Management, LLC to provide business management and charter school operations support services. As part of our contract, OmniVest's charter school governance experts will provide quarterly, 2-hour Board training sessions tailored to Imhotep's needs in 2012-13. At a minimum, this training will provide Board members with a review of the legal obligations of the charter school Board including due diligence, Sunshine Law, Public Officials Act, Right to Know Law, etc.

Coordination of the Governance and Management of the School

Imhotep is governed by a 9-person Board of Directors that functions primarily as a policy-making body, delegating day-to-day administration to the administration. The Board's 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; processing and authorizing the annual budget (coordinating with school leadership); 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 exercises legal power and responsibility for the school. An affirmative vote of a majority of the members of the board, duly recorded, showing how each member voted, is used in order to take action on the following subjects pertaining to school management: school calendar; adopting textbooks; appointing or dismissing school administrator or staff members; adopting the annual budget; purchasing or selling land; locating new buildings or changing location; creating or increasing indebtedness; adopting courses of study; designating depositories for school funds; entering into major contracts; fixing salaries or compensation of administrator, teachers, or other employees of the charter school; and, entering into contracts with and making appropriations to an intermediate unit or school district for the charter school's proportionate share of the cost of services provided or to be provided by the foregoing entities.

During the November 9, 2011 renewal site visit conducted by SchoolWorks, Imhotep's governance received praise. SchoolWorks noted that the Board has a strong knowledge of the school and its students and very strongly understands and supports the mission, vision, and core values of the school. The Board also understands the vital role the school plays in the context of the community at large. SchoolWorks further noted that Imhotep was good at recruiting board members and providing induction to new members. Board minutes indicated thoughtful discussion, policies and procedures showed effective practices, the Board ensured the correct individuals were assigned to needed positions, and clearly understood the difference between their governance role versus the administration's management role.

Relationship with School District of Philadelphia

Under the leadership of the Board of Trustees and CEO M. Christine Wiggins, Imhotep maintained a collaborative relationship with the school's charter authorizer, the School District of Philadelphia in 2011-12. Most notably in 2011-12, the ongoing charter renewal process provided Imhotep with many opportunities to meet with representatives from the School District of Philadelphia's Charter School Office as we showcased our educational program. We participated in a day-long renewal site visit, an enrollment and finance review, and numerous meetings with the District. Imhotep also participates in meetings and trainings held by the School District of Philadelphia's various offices, including data group meeting, special education training, renewal preparation meetings, etc.

Coordination of the Governance and Management of the School - Attachment

- Imhotep -- BOT Sunshine Notice 2012-13

Community and Parent Engagement

Parent Engagement:

Board meetings are open to the public and parents and community members are encouraged to attend. In addition to this formal forum for public comment, the Imhotep's Board is unique in that they are frequently involved in parent programming, school celebrations, staff professional development, and student events, thus making the Board accessible to all stakeholders and open to meaningful collaboration.

Parents are viewed as vital educational partners at Imhotep. The Wazuri Parent Association publishes monthly parent newsletters linking parents to valuable community resources and updating them on the Imhotep program. The Wazuri parent meetings are held at least 8 times per year in addition to high-interest parent workshops. The school also employs a Title I-funded Parent Ombudsman to organize parent activities and outreach as well as handle parent concerns. Imhotep's Parent Ombudsman retains extensive records of the various community and parent events that take place at Imhotep, which are available for your review upon request.

At Imhotep, we understand that our parents chose to enroll their child at our school, and, so we honor their choice by cultivating a culture of parental involvement at the school.

Just as technology plays a vital role in student lives at Imhotep, the school uses technology to engage parents in their students' educations, while keeping them informed about overall school news and individual student achievement. All parents are assigned an Imhotep email account, and, using Edline, the school sends bi-weekly email blasts to parents. In 2011-12, Imhotep began using Schoology as a social networking platform to increase parent and school communication and collaboration.

Community Engagement

Imhotep benefits from extensive community partnerships. Community members are invited to all school events. Community, sorority, and senior citizen groups utilize school facilities, exercise rooms, and computer labs. Imhotep furthers community engagement by inviting local politicians visit their young constituents during the school day and to tour the building. And, as Imhotep believe in Sankofa (reaching back to give forward), our students must complete 60 hours of community service prior to graduation.

Imhotep is located in the heart of East Germantown. Historically, incidents that have affected the school typically include high crime rates. For the most part high crimes have not been directly linked to the school's environment, but within the Germantown community at large, school violence, and random shootings occur regularly. Fortunately, we have the 35th district of the Philadelphia Police Department that provides school beat officers, public awareness about crime prevention, and many officers who serve as guest speakers in our schools. In addition, several churches and local businesses have teamed up with our school to raise awareness of community activism and town watch. Imhotep is part of the Safe Haven Partnership with the 14th Police District, OARC, Enon Tabernacle Baptist Church, Northwest Community Coalition for Youth and area businesses that provide safe environments for students. Local politicians reach out as well to lend support when they can. Through such partnerships Imhotep has opened its doors for the use of its facility to churches, parent groups, after school programs, etc. In fact, during our renewal site visit, SchoolWorks noted that not only is Imhotep's new facility clean, in good repair, and beautiful, but our building has become a center for community activity with frequent community events held at our site.

A small sampling of Imhotep's innovative community partnerships and how they contribute to our students' educational experience follows below:

- ***Aberdeen Asset Management Inc. Financial Literacy Project*** — "Aberdeen believes that it is important to invest in Philadelphia high school students' financial literacy," says Gary Marshall, the Chief Executive Officer of Aberdeen. "The knowledge that students develop in the competition will not only be applicable to financial decisions, but also to other choices affecting their outlook on savings and investment, like choosing a college." Aberdeen Asset Management Inc. has invested in Imhotep's students providing them with a curriculum that encourages students to think strategically about investments. Workshops are conducted to learn about the fundamentals of investment decision-making.
- ***Knowledge@Wharton Investment Challenge Competition Winners*** — The Investment Competition challenged students to manage a portfolio of \$100,000 in virtual cash over a 10-week period. Students were rewarded for their return on investments, how well their portfolios performed, and for their investment strategies.
- ***WHYY Youth Program*** — Imhotep students participate in WHYY Media Literacy Program that trains students in multimedia, journalism, and filmmaking.
- ***Mathematics Engineering Science Achievement (MESA) Program*** — Partner with Temple University a sponsor of the MESA Pennsylvania Program. Its goal is to increase the number of scientist, technologist, and engineers needed for the STEM workforce. Imhotep Science Technology Engineering & Math class receives first place in each category of the Wind Energy Competition.
- ***Ogontz Avenue Revitalization Corporation (OARC)*** — Partnership with OARC allows our students to participate in Green Initiative Programs of planting gardens, recycling, and clean ups at our school and in the community.
- ***"What It Takes" E-Mentoring Program (WIT)*** — Imhotep is in partnership with the What It Takes E-Mentoring Program that connects highly successful minority entrepreneurs, scientists, professional athletes, businessmen, military and medical professionals with high school males in grades 9 & 10. The mission of the program is to engage and motivate students towards success in their academic and professional endeavors.
- ***Becoming a Responsible Teen & Reducing the Risk Program*** — Partnership with OIC of America, Inc. to provide our students with on-going workshops that addresses the mental, emotional, and social challenges that students experience.
- ***Drexel University Black Graduate Student Union Mentor Program*** — Drexel Graduate students mentor our students in designing and building underwater robots.
- ***Eat Right Now Nutrition Education Program*** — Partner with the School District of Philadelphia to educate our student on how to make healthy choices with a limited

budget and how to choose active lifestyles. The program aims to foster positive behavioral changes related to nutrition and physical activity.

- **Northwest CommUnity Coalition for Youth (NCCY)** — NCCY is an organization of School Leadership, School and Local Law Enforcement, Faith Based Organizations, Businesses, Community Organizations and Elected Officials. It allows all of the entities to strategize on the ways that we can effectively and positively impact the lives of young people.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

No major fundraising was conducted in 2011-12, but the school continued to benefit from grants. One grant Imhotep received in 2011-12 was a \$3,000 Environmental Educational Grant award issued by the Department of Environmental Protection for Imhotep's Community Garden. The goal of the project is design, create, and maintain a large community garden that will transform the empty lot, located across from the school, into a useful, productive learning opportunity for Imhotep's students and the local neighborhood.

In 2011-2012, Imhotep also received an EETT grant of \$39,934 to upgrade the school's online and other electronic teaching tools. This project will engage both teachers and students in online learning in a way that is more consistent with 21st century pedagogy.

Fiscal Solvency Policies

Financial Reporting: The Board of Imhotep Institute Charter High School believes that strong internal financial controls begin at the Board level. As such, the Board engages in active oversight of the school by routinely receiving and discussing the fiscal reports including: budget status reports, interim financial statements, and cash flow projections.

For 2011-12, Imhotep again contracted with Foundations, Inc. for customized school business administrative services, including fund management, budget preparation, payroll and benefits services, capital planning, financial reporting, and the installation and operation of sound accounting systems. Foundations prepared monthly financial reports that were distributed to all Board members at the monthly public Board meeting.

For the 2012-13 school year, Imhotep has changed education management companies, contracting with OmniVest Management, LLC to provide comprehensive school finance and accounting and program management and compliance support. On the financial side, OmniVest will provide full financial back-office and accounting support, including the processing, preparation and development of:

- Annual operating budget.
- Monthly financial statements.
- Cash management and analysis.
- Payroll and PSERS processing.

- Long-term fiscal planning.
- Communication with local school districts to ensure revenue flow.
- Statutory financial reporting to federal, state, and local agencies.
- Audit preparation and coordination with independent auditor.
- Federal Programs coordination (Title I, Title II, Title III, ARRA, IDEA, etc.).

In accordance with our Internal Controls Policy, the reports OmniVest will prepare will consist of monthly balance sheets and statements of activity. These statements will be prepared in accordance with GAAP, and include a detailed reporting of asset, liability, revenue and expense categories, and a comparison between year-to-date actual and year-to-date budget data. This practice allows the Board to identify variances and respond accordingly in an expeditious manner.

Paired with OmniVest's school operations support (including state reporting, policy development, strategic planning, governance training, and operational training and support) we believe that this synergy between finance, operations, and education that will lead to school-wide success.

Duty of Care: Imhotep's Board members are cognizant of their duty of care, which requires a Board member to be familiar with the organization's finances and activities and to participate regularly in its governance.

Additionally, Imhotep's Board has a Finance and Audit Committee comprised of at least three Board members. The Finance and Audit Committee coordinates the Board's financial oversight responsibilities by recommending policy to the Board, interpreting it for the staff, and monitoring its implementation. The Committee also provides Board oversight of the school's financial audit.

The Finance and Audit Committee monitors the organization's financial records; reviews and oversees the creating of accurate, timely, and meaningful financial statements to be presented to the board; reviews the annual budget and recommends it to the full board for approval; monitors budget implementation and financial procedures; reviews internal financial controls; monitors budget assets; monitors compliance with federal, state, and other reporting requirements; reviews the school's insurance coverage; and helps the full Board understand the school's finances.

The Finance and Audit Committee also ensures that the organization has an independent audit of its financial statements annually, recommends the independent auditors for full Board approval, receives the audit report and any other reports relating to the audit or to the assets and collection management practices of Imhotep, and periodically reports the auditor's findings and recommendations to the Board.

Internal Controls Policy: Imhotep has a detailed Internal Controls Policy, which includes the policies and procedures listed above in addition to establishing the school's establishes the school's policies and procedures for bank account management, petty cash, payroll, budgeting, capital depreciation, staff travel, insurance, investments, credit cards, etc. The purpose of our Internal Control Policy is to provide reasonable assurance regarding the achievement of objectives in the reliability of financial reporting, effectiveness and efficiency of operations, and compliance with applicable laws and regulations.

The Imhotep Institute Charter High School has a Director of Operations (DO) to administer the daily fiscal and accounting functions of the School. A Finance Associate will assist with these functions. The Board of Trustees and Chief Executive Officer (CEO) provide fiscal oversight. The Charter School will contract with an independent Business Manager (Business Manager) to provide support to the School in analyzing, reconciling and adjusting account balances, and to ensure the records are maintained in accordance with generally accepted accounting principles (GAAP).

Key components of Imhotep's Internal Controls include the following:

- **Accounting System** — Imhotep uses the accrual basis accounting in accordance with GAAP. All financial statements and reports to the IRS and other governmental entities are completed by the charter school or an accounting firm selected by the charter school on an accrual basis, or otherwise in accordance with IRS or other regulations, and are submitted to such entities by the charter school.
- **Books of Account** — Imhotep's books of account are maintained in accordance with GAAP, and include Budget Reports, General Ledger, and detailed journals for all cash receipts and cash disbursements (including payroll). The Business Manager maintains all books of accounts. An accounting software package is utilized to properly record all assets, liabilities, net assets, revenues, expenses and budgets.
- **Chart of Accounts** — The Pennsylvania Chart of Accounts for Schools in accordance with GAAP is used by the Business Manager to properly record all accounting activity. The Business Manager records all school fiscal transactions to the PA Chart of Accounts in accordance with GAAP. The CEO allocates revenues and expenses according to the Chart of Accounts.
- **Bank Account Reconciliation** — Reconciliation of each charter school account shall be done within sixty (60) days of receipt of bank statements. The Business Manager shall reconcile all bank accounts monthly. The DO will open all bank statements and review cancelled checks and monthly bank statement activity, and compare the cash receipts log (prepared by the mail opener) to the deposits listed on the bank statement.

Accounting System

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

As mentioned above, Imhotep is contracting with OmniVest Management, LLC to provide its back office and fiscal management services for 2012-13. OmniVest ensures that the general ledger structure and account classifications are in accordance with the Pennsylvania Department of Education guidelines. Imhotep will also utilize 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).

Preliminary Statements of Revenues, Expenditures & Fund Balances

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

- Imhotep -- Revenue, Expenditures and Fund Balance Sheet 2011-12

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

The school's Board of Trustees has engaged certified public accountant Anthony Kubicek (1240 West Chester Pike, Suite 210, West Chester, PA 19382) 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 no later than November 2012. Imhotep will provide PDE and the School District of Philadelphia with a copy of this audit report immediately upon its completion. A copy of our audit engagement letter is attached to this report.

To date, the most recent audit available is the audit for the fiscal year ending June 30, 2011. This audit was completed on December 13, 2011 by the public accounting firm Citrin Cooperman & Company, LP. A copy of this document is attached to this report, and the "Management's Discussion and Analysis" can be found on pages 13-6. A summary of audit results includes the following:

- The Auditor's Report expressed an unqualified opinion.
- No instances of noncompliance material to the financial statements, which would be required to be reported in accordance with Government Auditing Standards were disclosed during the audit
- There were no reportable conditions relating to the audit of major federal award programs (i.e. Title I, Title I ARRA, NSLP, School Breakfast Program, IDEA, IDEA ARRA).
- There was one audit finding that was required to be reported under Government Auditing Standards: In a review of 25 employee files, one did not contain the proper criminal background check. In response to this finding and the auditor's recommendation, Imhotep has reviewed all employee files for compliance and is

obtaining all proper documentation. Imhotep also established procedures for establishing and maintaining employee files to include all proper documentation.

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

- Imhotep - Audit Engagement Letter 2012-13
- Imhotep Audit 2010-11

Citations and follow-up actions for any State Audit Report

Not applicable. Imhotep Institute Charter High School was not audited by the Auditor General's office in 2011-12. Imhotep understands our obligation to forward our Financial Statements and Supplementary Information each year for the year ending June 30 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

Capital expenditures in 2011-12 were modest, consisting primarily of minor maintenance and repairs, purchase of educational technology funded through EETT, and purchase of kitchen equipment through an NSLP grant with PDE. Imhotep leases most of their equipment.

Future Facility Plans and Other Capital Needs

Imhotep does not have any immediate facility plans or capital needs beyond repairs and maintenance and minor classroom adjustments (including some purchases of furniture and equipment) to accommodate our anticipated 725 students.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

Imhotep makes every effort to remain in compliance with federal, state, and local health and safety requirements for our students.

Safety: Imhotep has in a place a Preparedness, Multi-Incident Management and Response Plan as required by the School District of Philadelphia and PDE. This plan incorporates emergency preparedness, safety programs, and emergency/crisis responses at each location. Fire drills are held in compliance with Section 1517 of the Public School Code of 1949, which requires all public schools (school districts, charter schools, area vocational-technical schools and intermediate units) to conduct fire drills not less than once a month. The fire drill log is

maintained in the main school office. Additionally, in compliance with Act 104 (HB 101), passed in November 2010, Imhotep has executed a Memorandum of Understanding with the local law enforcement agency and will have it re-executed every two years. The local law enforcement agency also signs off on the school's safe schools data prior to submission to PDE.

Health and Wellness: Imhotep provides skilled nursing services in its Health Suite on Monday through Friday from 9:30 a.m. to 4:30 p.m., supervised by a partnership with Bayada Nursing. State mandated screenings are scheduled, implemented, recorded and monitored throughout the school year. Student confidential health information and immunization records are kept organized and stored in a locked file cabinet. Every year, Imhotep submits the Pennsylvania Department of Health's "Request for Reimbursement and Report of School Health Services" to the Division of School Health. The Pennsylvania Department of Health's "Request for Reimbursement and Report of School Health Services" for 2011-12 is due by September 30, 2012. At the time of report submission, the reimbursement request had not been submitted. Imhotep will provide a copy of the Request for Reimbursement and Report of School Health Services to PDE and the school District of Philadelphia upon request. In the interim, the 2010-11 request is attached to this report.

Imhotep is committed to providing a school environment that promotes and protects student's health, well-being, and ability to learn by supporting healthy eating and physical activity. As such, we have developed and implemented a school Wellness Policy, which is attached to this report.

The lengths Imhotep goes to make our school into a safe learning environment and a welcoming space for our students, families, and the community was noted by SchoolWorks when they conducted our renewal site visit in fall 2011. They commented on our security technology, security personnel, use of NTAs to assist students in school and in the community, partnerships with community groups to provide a "safe corridor," and our emphasis on recentering vs. discipline in creating a positive school climate.

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

- Imhotep School Health Reimbursement 2010-11
- Imhotep Wellness Policy

Current School Insurance Coverage Policies and Programs

Liability Insurance

For the 2012-13 school year, Imhotep has procured liability insurance coverage through the insurance brokerage firm Bradley & Bradley Associates, Inc. as follows:

- Commercial general liability — \$1,000,000 each occurrence/ \$3,000,000 aggregate
- Products-completed operations aggregate — \$3,000,000
- Personal & advertising injury — \$1,000,000

- Damage to rented premises — \$1,000,000
- Medical expense (any one person) — \$5,000
- Automobile liability — \$1,000,000
- Excess liability/umbrella — \$5,000,000 occurrence/ \$5,000,000 aggregate
- Workers compensation & employers' liability — \$500,000
- Directors & Officers Liability including Teachers Professional and Employment Practices Liability — \$5,000,000

A copy of the 2012-13 ACORD Certificate of Liability Insurance, valid through August 16, 2013, is attached to this report.

Employee Benefits

Personal health insurance is provided 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). Medical coverage is provided through Keystone. The Keystone HMO Flex plan premium is paid in full by Imhotep. The plan has a \$15 co-pay for primary care physicians and a \$30 co-pay for specialists, and all network services are directed to the employee's named primary care physician. This plan includes a \$100 in vision benefit for glasses or contact lenses once every 24 months. Employees have the option of "buying up" by paying the difference in monthly premium by payroll deduction and having insurance coverage with the Personal Choice Flex plan. The level of benefits is identical to the HMO, but there is no need to name a primary care physician and the employee can self-refer. Dental coverage is provided through United Concordia.

Current School Insurance Coverage Policies and Programs - Attachment

- Imhotep ACORD Certificates of Liability Insurance 2012-13

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

Imhotep began the 2011-12 school year with 40 professional staff members as listed on our PDE-414. Of those 40 staff members, 29 were returning from the previous school year and all but two remained with Imhotep for the duration of the 2011-12 school year.

Imhotep anticipates higher than normal transition in the professional staff between 2011-12 and 2012-13 due to the school's commitment (and renewal condition) to be at least 75% certified and 100% HQT for core content teachers. We will achieve this through careful recruiting and rostering.

Quality of Teaching and Other Staff - Attachments

- Imhotep PDE-414 2011-12
- Imhotep PIMS HQT ACS 2011-12

- Imhotep PIMS LEA Staff Profile ACS 2011-12

Student Enrollment

In the admission of students, Imhotep Institute Charter High School 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 siblings of students presently enrolled in the charter school. Also, first preference is given to students who reside within the School District of Philadelphia Current Imhotep students who intend to return for the next school year must submit an “Intent to Return Form” by the stated deadline each year. A copy of our admissions policy is attached to this report.

During the 2011-12 renewal process, the School District of Philadelphia’s Charter School Office reviewed the application form and admissions procedures for Imhotep and found that there existed certain barriers to admission. Issues brought to the school’s attention included that the application form is available in English only, that there are no references to translation services on the website, and that completed applications must be faxed or dropped off at the school (i.e. no mailing). Both issues will be resolved for the 2013-14 admissions process. But, the biggest concern stemmed from outdated and incorrect language on our website under the “Application” section, which read, "Parents complete registration documents and are required to present birth certificates, immunization documentation and current report cards and grade information. IEP's are required of students receiving special education services." While Imhotep’s practice is that these documents are required only after an offer of admission has been made, this was not clear from the website information. Within 24 hours of this being communicated to Imhotep from the Charter School Office, this language had been corrected on our website to explicitly state that IEPs, transcripts, etc. are required only after the offer of admission has been extended.

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

Not applicable. Imhotep serves students in grades 9-12.

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 2011-12	Number Dropped	Number Added	Year End Total
9 th Grade	175	25	17	167
10 th Grade	170	16	7	161
11 th Grade	137	15	3	125
12 th Grade	116	2	8	122

Total	598	58	35	575
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This represented a slight increase over 2010-11, but still points to a relatively low “churn rate.” The churn rate is calculated by taking the number of students that withdrew during a school year divided by the number of students who were there at the beginning. The churn rates from 2007-2012 are shown below and demonstrate that, greater than 86% percent of the students who started any given year in the current charter term at Imhotep stayed and finished.

	Year 1	Year 2	Year 3	Year 4	Year 5
	2007/08	2008/2009	2009/2010	2010/2011	2011/2012
	Actual	Actual	Actual	Actual	Actual
Initial enrollment	554	558	520	547	598
Withdrawal	48	59	69	41	58
Churn Rate	8.66%	10.57%	13.27%	7.50%	9.70%

Our students who transferred cited for several reasons including our unconventional school hours, heavy workload, or moving out of the city or state. Most of our students transferred to the Mastery Charter Schools (i.e. Gratz, Olney), Agora Cyber Charter School, Martin Luther King Promise Academy, Germantown High School, Delaware Valley Charter School, New Media Charter School, out of District schools (e.g. Upper Darby, Cheltenham, Abington), and schools outside of Pennsylvania.

Provide the number of students who completed the 2011-12 year who are currently enrolled to return in September.

At the time of this report submission, we anticipate that 447 of our 453 (98.7%) 9th-11th grade students in 2011-12 will be re-enrolling for the upcoming 2012-13 school year.

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

All of our withdrawals in 2011-12 left voluntarily. There were no expulsions.

Student Enrollment - Attachment

- Imhotep Admissions Policy

Transportation

Through the School District of Philadelphia, Imhotep provides a free SEPTA Transpass to each student that lives 1.5 miles or more from the school. Imhotep understands that any Imhotep 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 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, Imhotep will provide this service at the school's expense.

Food Service Program

Since 2008-09, Imhotep has participated in the National School Lunch Program. We offer breakfast and lunch to students in accordance to the NSLP nutritional guidelines. Our current Food Service Management Company is Primos Grille. 98.5% of our students qualify for free or reduced lunch.

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.

At Imhotep, the role of the student is explicitly communicated to our students. Imhotep student expectations include:

- Attending school daily, on time, and prepared for each class
- Having a copy of his/her assignments and ensuring all assignments are clearly understood
- Complying with school rules and regulations
- Taking home necessary texts and material
- Helping to keep the school climate conducive to learning
- Completing all assignments neatly and on time
- Making up work when absent from school
- Noting any questions about homework to be asked the following day
- Returning all assignments and books to school when due
- Developing the ability to balance his/her extra-curricular and out of school activities with school assignments
- Being in dress code when entering the building
- Completing all requirements to be promoted to the next grade (Study Island, KRE, KME, SAT PREP)

- Expressing ideas and opinions in a respectful manner

Code of Conduct:

Imhotep's school behavior code has a three-fold purpose. We aim to create a safe school environment, to encourage self discipline among our students, and finally, as needed, to apply certain rules in order to maintain a climate for developing good citizenship. To apply these rules consistently, Imhotep has created a tiered disciplinary approach, classifying disruptive behaviors into four distinct levels. Depending on which level the specific behavior of the student falls into, the corresponding disciplinary actions increase in severity.

The behaviors that can lead to disciplinary action are clearly defined in our Student Code of Conduct and our Student Behavior Policy (as printed in the annual Student Handbook, which each student and parent must review and sign, attesting that they understand and support the contents described therein). A copy of our Code of Conduct is attached to this report.

Unique to Imhotep are two programs that serve as alternatives to traditional forms of disciplinary action: Re-Centering and Ma'atic Development. Re-Centering takes place before school and intends to assist students by means of self-reflection on the behavior that needs to be changed. Keeping in line with Imhotep's core African principles, Re-Centering helps students understand the need to demonstrate their intention to change by following and demonstrating an understanding of the Three Essences of Humanity, The Forty-Two Admonitions (guidelines for life) of Ma'atic, The Nguzo Saba (Seven Principles), and the criteria for the African-Centered student.

Intended for students who commit more serious infractions, Ma'atic Development (MD) provides an alternative to out-of-school suspension. Students are not forced to leave the premises, but rather work inside of an "MD room" for up to 5 days. Though they are still not allowed in the rest of the building or at school functions or games, through MD, the students have access to adult guidance to assist them with academic, social, and personal challenges. They are enabled to do their assigned class work and email their facilitators in order to smooth their transition back into the classroom and overcome some of the underlying sources of their behavioral difficulties. While in MD, the student is expected to reflect on the seriousness of their actions, understand that there are consequences for negative actions and behaviors, and take the necessary steps to correct the inappropriate behavior.

Due Process:

Imhotep'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 (not MD). Our due process procedures follow below:

Due Process for Informal Suspension Hearings

In suspensions of four to ten days at Imhotep, 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:

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;

1. 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,
2. 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.

DISCIPLINE OF SPECIAL EDUCATION STUDENTS

Please note that all students are expected to abide by the Imhotep Code of Conduct. And, in accordance with Pennsylvania law, all students at Imhotep (including special education students) are protected by due process procedures regarding disciplinary exclusions. However, Imhotep first determines, when considering a disciplinary exclusion of any student, whether the student is an eligible student under 22 Pa. Code Section 14.1. If the student is an eligible student, then Imhotep determines whether the disciplinary exclusion being contemplated is a change in educational placement. If we determine that the disciplinary exclusion being contemplated does constitute a change in educational placement, Imhotep follows the requirements of 22 Pa. Code Chapters 14 and 342 and IDEA 2004, including requirements for manifestation determinations, functional behavior assessments, and positive behavior support plans.

B.) Provide the number of suspensions and expulsions by student. (Example: 12 students were involved in 21 suspensions incidents and 1 student was expelled.)

In 2011-12, there were 150 students involved in 240 suspensions. Imhotep did not expel any students in 2011-12.

Student Conduct - Attachments

- Imhotep Code of Conduct 2011-12 (Excerpt from Student Handbook)
- Imhotep PIMS Safe Schools Report 2011-2012

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2012

The Imhotep Institute CHS 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 Imhotep Institute CHS 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: M. Christine Wiggins **Title:** Ms.
Phone: 215-438-4140 **Fax:** 215-438-4160
E-mail: mamachris@imhotepcharter.org

Signature of the Chief Executive Officer and Date

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

Name: Samuel Quartey **Title:** Dr.
Phone: 215-438-4140 **Fax:** 215-438-4160
E-mail: squartey@imhotepcharter.org

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name: Jury Segers **Title:** Ms.
Phone: 215-438-4140 **Fax:** 215-438-4160
E-mail: jseegers@imhotepcharter.org.org

Signature of the Special Education Contact Person and Date

Signature Page - Attachment

- Imhotep Annual Report Signature Sheets 2011-12