
Pennsylvania Department of Education



Commonwealth of Pennsylvania
Department of Education
333 Market Street
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Charter Annual Report
Tuesday, May 07, 2013
(Last Accepted: Monday, November 21, 2011)

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CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Summary Data Part I

Charter School Annual Report Summary Data 2011 - 2012

Name of School: Khepera CS

Date of Local Chartering School Board/PDE Approval: August 2004 initial/ May 20, 2009
renewed for current term

Length of Charter: 5 Years (current term 8/1/09 - 6/30/14) **Opening Date:** September 8, 2004

Grade Level: K - 8 **Hours of Operation:** 8:00 am to 3:15pm

Percentage of Certified Staff: 78.3% **Total Instructional Staff:** 24

Student/Teacher Ratio: 19:1 **Student Waiting List:** 470

Attendance Rate/Percentage: 94.93%

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

Summary Data Part II

Enrollment: 427 **Per Pupil Subsidy:** \$8,183.58 regular / \$17,788.75 special education

Student Profile

American Indian/Alaskan Native:	0
Asian/Pacific Islander:	0
Black (Non-Hispanic):	423
Hispanic:	0
White (Non-Hispanic):	0
Multicultural:	6

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:
84%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 51

Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	0	0	180	180	180	0	180
Instructional Hours	0	0	1080	1080	1080	0	1080

SECTION I. EXECUTIVE SUMMARY

Educational Community

Khepera Charter School has been serving students in grades K-8 since September 2005. Located in the Mt. Airy section of Philadelphia, Khepera uses the culture and history of its students to inspire a commitment to excellence in character, in scholarship, and in citizenship. Khepera Charter School stresses excellence in scholarship and gives particular attention to building capacities in the critical knowledge of language arts, numeracy, science, and technology. Excellence in character is cultivated through the use of traditional African and African American value systems. Excellence in citizenship is developed through service to family, community, the environment, and the world. Since its opening, Khepera has earned a record of academic excellence, and has made Khepera made Adequate Yearly Progress (AYP) under Pennsylvania's Accountability Plan for seven (7) consecutive years (spring 2006 through spring 2012) based on its students' continuous growth in achievement in reading and math.

Mission

Khepera Charter School's mission is to create exceptional learners and leaders by using culturally responsive methodologies to close the academic achievement gap attributed to race, gender and economic class. In keeping

with this mission Khepera utilizes the culture and history of its students to inspire a commitment to excellence in character, in scholarship, and in citizenship. Khepera Charter School stresses excellence in scholarship and gives particular attention to building capacities in the critical literacies of language arts, numeracy, science, and technology. Excellence in character is cultivated through the use of traditional African and African American value systems. Excellence in citizenship is developed through service to family, community, the environment, and the world.

Vision

Khepera is dedicated to the adage which underscores our mission: Education is our passport to the the future, for tomorrow belongs to people who prepare for it today. Khepera is committed to fostering the emergence of capable, caring, character-rich children that respect scholarship, build healthy families and communities; are self-reliant and resilient, are good stewards of the earth, work harmoniously across cultures and are committed to establishing a healthy peaceful world.

Shared Values

In pursuit of academic and cultural excellence, Khepera Charter School adopts a culturally based value system that guides the behavior of staff, students, trustees, and community members. This value system utilizes elements of the traditional value systems as embodied in the ethical code of the Nguzo Nane and the Kemetic Principles of Djehuty and MA'AT. These value systems are instilled in our students through a system of rites, rituals and responsibility; and are infused throughout the curriculum. The principles of Djehuty govern habits of the mind and entail a devotion to scholarship and the pursuit, production, and application of knowledge in the letters, the sciences, and technologies. In this system of thought, learning is for the purpose of recreating a world governed by the Principles of MA'AT where no child, youth, and adult are left behind. These virtues include order, balance, harmony, righteousness, truth, reciprocity and justice. These pivotal values are further reflected in a defined code of conduct known as the Nguzo Nane, which govern community interaction and provide the foundation

for building a healthy harmonious collective. The Nguzo Nane identifies eight essential principles. They are: Heshima (Respect), Umoja (Unity), Kujichagulia (Self-Determination), Ujima (Collective Responsibility), Ujamaa (Cooperative Economics), Nia (Purpose), Kuumba (Creativity) and Imani (Faith).

Academic Standards

Khepera Charter School's curriculum is aligned with the Pennsylvania Standards in all content areas from K-8. Khepera utilizes an enhanced version of the School District of Philadelphia's Core Curriculum in order to insure that instruction is standard's driven, academically rigorous, and culturally responsive. Particular emphasis is placed in meeting world class standards in the areas of language arts, numeracy, science, and technology. In order to accomplish this, the school is organized to insure daily that there are 135 minutes of literacy instruction, 90 minutes of numeracy instruction, and at least 2 periods of computer assisted literacy and numeracy instruction weekly. In addition, there is a school wide focus on environmental stewardship and cultural competence. To this end, extended day and extended year programming have been implemented to move students forward in mastering the required academic content, assessment anchors, performance descriptors, and state standards that are articulated by the Commonwealth of Pennsylvania and expounded upon by the School District of Philadelphia.

Strengths and Challenges

Each year, Khepera convenes a group of key stakeholders to assess the school's progress toward meeting the goals of our charter and to prioritize areas in need of improvement for the upcoming school year. Khepera's strengths and areas of opportunity from the 2011-2012 school year are as follows:

Strengths:

Data Driven and Student Investment

During the 2011-2012 academic year, we implemented the use of Study Island benchmark assessments as a tool to review student data. This assessment tool provided us with the opportunity to look at student data as it relates to specific skills and create individualized instructional programs to ensure student success. In addition, during the August 2011 professional development, teachers were provided with a report card of their students' data based on the standardized assessment. Further, data was used to guide instruction and ensure student success. The classroom teachers use a classroom AYP plan and students (grades 3-8) have individual student AYP plans. These are revisited throughout the year through data review meetings with the students and instructional staff. These meetings are designed to provide students with the opportunity to review their strengths and weaknesses and develop a plan for meeting goals with the classroom teacher.

Education Beyond the Core Subjects

Khepera believes in developing the whole child and has integrated the arts throughout the curriculum and educational program. We want to provide an avenue for all of our students to express themselves in an authentic and positive manner. Fine Arts can provide a way for that student to feel success and accomplishment, which can lead to achievement in other areas. Teachers are able to use student's strengths in dancing and music to make connections to core material and build on the self-esteem the success provides. Additionally, Khepera works to immerse our students in African culture, which art is a

keystone. African culture does not departmentalize art; instead, it is woven through all aspects of life. Khepera emphasizes this cultural significance by mirroring it in our programming and curriculum. At the end of each school year, Khepera holds “Africa Day.” Students present what they've learned about the country assigned to their class. As students visit the various countries, they are able to ask questions about the country's culture. Along with tasting foods from different nations, they enjoyed performances by Khepera's African Drummers and African Dance and listened to African Story Telling.

Other activities that go beyond the core subjects at Khepera include:

- Benu Dance Ensemble
- African Drumming
- Tennis
- Art
- Instrumental Music
- Martial Arts
- Track & Field
- Voices of Khepera
- Basketball
- World languages (Spanish)
- Oratorical Contest
- Harambee

This academic school year was packed with several phenomenal events, such as our seventh annual Oratorical Contest, Career Day, Benu Dance Recital and Africa Day. Our monthly Harambee ceremonies were a great opportunity to share with the school community students who showed improvement over the month. Each teacher honored students for perfect attendance and punctuality, improved effort in class, etc.

Vision of Cultural Inclusion Realized

Khepera Charter School's mission is to create exceptional learners and leaders by closing the academic achievement gap attributed to race, gender and economic class. In keeping with this mission, Khepera utilizes the culture and history of its students to inspire a commitment to excellence in character, in scholarship, and in citizenship. Due to the make-up of our student population (99% students of African descent), our mission and vision as expressed in our charter has been refined to provide a largely African Centered program. Khepera Charter School stresses excellence in scholarship and gives particular attention to building capacities in the critical literacy, numeracy, science, and technology. Excellence in character is cultivated through the use of traditional African and African American value systems. Excellence in citizenship is developed through service to family, community, the environment, and the world. Khepera's primary focus is not only curricular infusion (which by definition has to do with “schooling” or academic outcomes). Our primary focus has to do with holistic socialization (education) the replication of the best of a people (paraphrase of Nobles). Thus once again, African Centered Education has a spiritual / moral starting point and not an academic one. African Centered Education at Khepera has four major components:

1. Use of African Centered Values System to insure physically, intellectually, emotionally, and spiritually safe environment for students and staff to develop into their best selves and contribute to their families, communities, race, environment, and world. (Khepera examples of this are the emphasis and application of the virtues of MA'AT and Nguzo Saba as the cornerstone of the code of conduct. The recitation and application of principles and virtues are essential.) Students have started to internalize these virtues. When a new student transferred to Khepera that was not familiar with the virtues of MA'AT. He started to pick on other students

and his classmates approached him (without a teacher prompt) and explained the virtues, stating that the new student's behavior was not acceptable at Khepera.

2. Curriculum Infusion, Infusion of the Aesthetic and development of Critical and Cultural Lens. The history, culture, oration, literature, contributions, value system, and aesthetic of African people are infused throughout the formal and informal curricula and rehearsed and celebrated both in and outside of the classroom. Students are helped to develop a critical and culture lens through which to view the rest of the world and are reminded in each. (Khepera examples of this are the infusion of the contributions of African people in all content areas, the use of African and African American proverbs, folktales, stories, and other literary forms. Teaching of Mdw Ntr and the teaching of ancient African civilizations across the curriculum are other examples In June 2010, Khepera hosted a three-day *Ancient Astronomy: Ancestral Journey from Africa to the Americas* tour featuring world renowned ancient astronomy scientist, Dr. Jarita Holbrook. Dr. Holbrook was the fourth African American woman to earn a Ph.D. in astrophysics in the United States. Highlights of the tour included conversations about the contributions of African Astronomy to 21st Century science and a professional development workshop: *More than Just Watching a Film: Documentary Film, Visual Culture, and K-12 Education*.
3. Use of Rituals, Rites, Enculturation Practices Cultural Celebrations to assist students in internalizing the values, remembering the sacrifices, Khepera examples of this are: Ungalia, Pouring of Libations, Recitation of Ankh Ws Snb, Celebration of Kwanzaa and Umoja Karamu, Use of traditional African greetings and protocols, Rites of Separation, Rites of Discovery, and Rites of Passage programs. Students also participate in gender based socialization activities including a sleepover hosted by the Men if Khepera on New Year's Eve for boys and their fathers and a Pink Pajama Party for girls to raise money and awareness of breast cancer.
4. Pedagogy (Teaching and Learning Approaches). African Centered Education is not just about what we teach but how we teach and assess. This means students are using approaches that are culturally synchronistic and consistent with the learning styles of African Children as supported in 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, inter-generational, communal, collaborative, dialogic, family and community based, expressive, purposeful, constructivist, socially, politically, economically relevant to the lives, experiences, and destiny of African people. (Khepera examples of this are cooperative and collaborative forms of learning, use of music, poetry, and art in teaching and learning, incorporation of sound and movement, inter-generational learning assignments such as interviewing elders in the family, or constructing family trees, use of inquiry based approaches, peer tutoring. Use of service learning, project based learning and other interdisciplinary and multidisciplinary strategies, inclusion of live plants or animals, environment and ecological projects). Khepera students, in 2011-2012, became actively involved in the Traivan Martin case. They held forums in the school and created a blog where their voices could be shared amongst each other. Additionally, Khepera's green team, raised awareness surrounding issues such as recycling and gardening. They cultivated the property and planted flowers and plans. Additionally, they maintained the property by tending to the garden on a regular basis. These activities stress to our students that they are responsible for the community, not just themselves.

Areas of Improvement:

Khepera made AYP through Safe Harbor in 2011-2012, the number of students scoring basic and below basic decreased. Based on these preliminary results, we have developed an AYP Improvement Plan for the 2012-2013 school year. We have identified areas that we need to target in order to continue to meet and exceed the state standards in addition to fulfilling our mission of closing the achievement gap between our students and their more affluent peers. Included in this action plan are the following:

- Professional development/strategies for all content areas.
- Students with IEP's will receive services in the least restrictive environment.
- Weekly instructional strategies will be implemented for all content areas.
- Daily implementation of Constructed Response.
- KARS — "Khepera All Reading Silently" — to promote independent reading. All members of the school community will read silently for 15 minutes at the end of the day (Monday, Wednesday, Friday).
- SMARTS — "Study Math and Reach for the Stars" — Daily, fast-paced teacher directed math drills for 15 minutes at the end of the day. Teachers will use this as an opportunity to address math skills to teach (Thursday and Friday).
- Schedule will be implemented for providing additional services, such as speech therapy for students. This will provide an opportunity for classroom teachers to effectively implement their instructional program.
- Observation of instructional practices occurred and teachers were provided with feedback through professional learning community meetings and data review meetings.
- Implementation of the School District's Core Curriculum in all content areas.
- Cultural Infusion in the Social Studies Content Area.
- Bi-weekly or Weekly Professional Learning Community Meetings — Meetings were utilized to dissect data, determine needs of students, identify interventions, CSAP Tier 1, professional development.
- Classroom AYP Plans — the classroom teacher's plan to meet targets/goals.
- Student AYP plans (Grades 3-8) — Students were responsible for their individual data, analyze strengths and weaknesses, and identify strategies to ensure goals are met.
- Classroom PSSA Report Cards — Report cards was issued in August 2011. The report card provided each classroom teacher with a snapshot of their 2011 PSSA data.

- Utilizing literacy levels assessments (e.g. DIBELS, DRA, Gates, etc.)
- Implementation of objectives with embedded eligible content

These activities are explained in greater detail in Section II of this report.

Other areas of focus for 2012-2013 include:

Improving Academic Performance Science — Although preliminary 2011-2012 PSSA data shows approximately a 13% jump in Science PSSA results from 54% to 67% of the numbers of students scoring proficient and advanced, we still have a goal of raising this percentage significantly over the 2012-2013 academic year. The preliminary data for the 2010-2011 school year, shows that 53.66% of our students were proficient and advanced on the Science PSSA. This is a 6.86% increase from the previous school year. Raise student achievement in science to ensure our students are gaining the inquiry and analysis skills to be successful in high school and beyond, as measured by the PSSA science exam. Based on preliminary data in 2009-10, 46.8% of Khepera students scored proficient or higher on the PSSA, a 2.6% increase from 2007-08. Our goal is to decrease the percentage of students scoring below proficiency by 5% over the year prior.

Improving Academic Performance Math and Writing - Based on preliminary test data in 2011-2012, 65% of reporting students achieved proficient or advanced in Mathematics. This is a 6% jump from 2010-2011 data of 59% proficient and advanced. As we continue to use data to drive instruction, we look forward to seeing our students continue to make academic strides. The preliminary data for the 2010-2011 school year shows that 98.07 of our students were proficient and advanced in writing. Raise student achievement in writing to ensure that our students are able to communicate effectively, as measure by the PSSA writing exam. Based on preliminary test data in 2009-2010, 96% of 8th graders achieved proficient or advanced, the other 4% (one student) performed Below Basic. 5th grade scores were not as positive, with only 27.5% achieving proficient, however no 5th grader performed Below Basic. Overall, only 50% achieved proficient or advanced, 30% less than last year. Our goal is to decrease the percentage of students scoring below proficiency by 5% over the year prior.

Increasing Integration of Technology in the Academic Program — Increase student achievement by incorporating more technology into the classroom to facilitate individual and small group instruction and develop 21st century skills. During the 2011-2012 school year, classroom teachers created schedules for computer use in the classroom. Computers were utilized as a center during math and literacy.

Enhancing our Student Services Program — Provide additional academic, emotional, and psychological support for students. This includes expanding and strengthening our Response to Intervention program. We added Step Beyond and Step Beyond Comprehension programs to help facilitate the RtI process in grades 3-6. Kindergarten through 2nd grade added phonics toolkits and labs and Radius Audio Learning System. During the 2010-2011 school year, our Clinician/Counselor, Dean of Students and special education team was utilized to address interventions through CSAP.

Meeting Certification and HQT Requirements — While we met the 75% certification rate requirement in 2010-2011 our certification rate has declined in recent years. To prevent ourselves from falling out of compliance with Act 22 and to ensure that we expeditiously meet

the HQT requirements under NCLB, we must implement a coordinated recruitment and retention plan. In addition, meetings were held with all non-certified teachers where they were provided with plans to assist in obtaining certification.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

Strategic Plan

The Khepera Charter School (KCS) has developed a group of administrators, board members, teachers, parents, and business community members who regularly convene to assess the strengths and weaknesses of our program and to analyze our internal and external needs.

The strategic planning team worked together to define the following eleven long-term objectives for the school:

- Reinvigorate Cultural Relevance at Khepera
- Growth and Development
- Development and Maintenance
- Governance Capacity
- Finance/Budget Process
- Curriculum
- Leverage IT Development
- Increase Student Enrollment to Capacity
- Improve Parent/Community Relations
- Increase Funding/Revenue
- Infrastructure Development/Relocation

The Strategic planning team in its ongoing efforts to further define the components and format for implementing and measuring progress in the eleven long term objectives met during the board of trustees retreat in August of 2011. The outcome of that session updated information from champions/owners of each objective, links to other objectives and support or resources needed to assess the progress on the completion of these objectives during the school year. The first and sixth objectives work over the last year has resulted in a curriculum for k-6 social studies that adds rigor in the core standards and addresses the cultural relevance objective of Khepera. In the growth and development objective the work has resulted in a dedicate resource to address the weakness in that objective. The board of trustee's capacity has increased to seven members with skill sets that mirror the needs to effectively govern and oversee the activities of the school. The team continues to work energetically in monitoring the progress in reaching the goals of the plan.

Strategic Planning Committee

<u>Name</u>	<u>Affiliation</u>	<u>Membership</u>	<u>Appointed By</u>
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		Category	
Goodman, Amin	Khepera Charter School - Teacher	Elementary School Teacher	Mary Rivers, Elementary Teacher
Highsmith Jr., Charles A.	Khepera Charter School- CEO	Administrator	Board of Trustees
Isaac, Richard	Khepera Charter School - BOT President	Board Member	Board of Trustees
Leak, Romona	Khepera Charter School - Special Education Coordinator	Administrator	Verna Holmes, Curriculum Coordinator/Data Specialist
Michelle Thornton	Thornton Group	Business Representative	Board of Trustees
Sellers, Danyéal	Khepera Charter School	Parent	Board of Trustees
Verna Holmes	Khepera Charter School- Principal	Administrator	Verna Holmes
White, Richard	Khepera Charter School - BOT Treasurer	Board Member	Board of Trustees
Willoughby, Nicole	Khepera Charter School	Parent	Board of Trustees

Goals, Strategies and Activities

Goal: I. Improve Academic Performance - Math and Reading

Description: Description: We will meet the following academic goals for reading and math: Reading: 2011 - 2014 — We will make AYP by achieving 78% of students scoring at or above proficiency; OR we will decrease the percentage of students scoring below proficiency by 10%; or by achieving our designated growth model score. Math: 2011-2014 — 81% of student scoring at or above proficiency; OR we will decrease the percentage of student scoring below proficiency by 10% or by achieving our designated growth model score.

Based upon preliminary data for the 2011-2012 year, our students improved approximately 2% in literacy and approximately 6% in mathematics.

Strategy: Continuous Monitoring of Student Progress

Description: Khepera will include all stakeholders in the development of academic achievement plans and will monitor their progress. Using summative and formative data from standardized test scores and benchmark assessments, Khepera will implement strategic, targeted, focused instructional interventions to improve student learning.

Activity: Benchmark Testing and Reteaching

Description: Students in grades K-8 take Study Island Benchmark Testing. This program is aligned to the PSSA and Pennsylvania Benchmarks and monitors student progress. It also ties into Study Island test prep program. DRA II is used to assess the reading abilities of students in 2nd — 6th grade. DIBELS assesses early literacy skills in grades K-1.

Based on student data, in addition to the classroom teacher's whole class instruction, students will be divided into small groups to receive instruction (from the classroom teacher) to address specific student needs.

Person Responsible Timeline for Implementation Resources
Evans, Alphonso Start: 8/1/2011
Finish: Ongoing
Status: In Progress — Upcoming

Person Responsible Timeline for Implementation Resources

Verna Holmes	Start: 7/1/2011	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Bi-weekly or Weekly Professional Learning Community Meetings

Description: Meetings will be utilized to dissect data, determine needs of students, and identify interventions (CSAP Tier 1, Professional Development).

Person Responsible Timeline for Implementation Resources

Verna Holmes	Start: 8/2/2010	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Brigance Comprehensive Inventory of Basic Skills

Description: In order to help our students successfully from their P-Kindergarten program to our school we have adopted the Brigance Comprehensive Inventory of Basic Skills. Each student is screened the spring before they enroll in Kindergarten. The results of the test are used to place the student and help the teachers prepare lesson and unit plans.

Person Responsible Timeline for Implementation Resources
Evans, Alphonso Start: 9/1/2011 -
Finish: Ongoing
Status: In Progress — Upcoming

Person Responsible Timeline for Implementation Resources

Verna Holmes	Start: 9/1/2011	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Classroom AYP Plans

Description: Each classroom teacher will implement an AYP Plan with the teacher's plan to meet targets/goals.

Person Responsible Timeline for Implementation Resources

Verna Holmes	Start: 9/1/2010	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Classroom PSSA Report Cards

Description: Two report cards will be issued. One was issued in June 2010 based on preliminary PSSA data. The report card provided each classroom teacher with a snapshot of their 2009-2010 PSSA data. In August 2010, teachers will receive a report card with their current student's data.

Person Responsible Timeline for Implementation Resources

Verna Holmes	Start: 9/1/2010	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Extended Math and Literacy Blocks

Description: We have also structured our school day to include a 135-minute literacy block (grades K-5) and 90 minutes (grades 6-8). The literacy block structure is designed to address individual student needs and eligible content.

Person Responsible Timeline for Implementation Resources

Verna Holmes	Start: 8/1/2008	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Increased Observations

Description: The CAO and Curriculum Coordinator will observe instructional practices and provide feedback to teachers on a weekly basis for the first two months of school.

Person Responsible Timeline for Implementation Resources

Verna Holmes	Start: 8/2/2010	-
	Finish: 10/1/2010	

Status: In Progress — Overdue

Activity: Magic Numbers

Description: : Every six weeks teachers are given two "magic numbers" after a benchmark test (Study Island — web-based instructional program aligned to PSSA). The first number represents the students who need to move to proficient The second number indicates the students who need to move to advanced. Teachers who meet their academic goals are celebrated along with their students. Classrooms that do not meet their goals have mandatory meetings with all parents in that class, during which they discuss how the parents can work with their student and the teachers to raise performance levels. The students are required to attend afterschool and Saturday tutoring sessions. In addition to the out-of-class time spent by the students, in class time is monitored by the CEO who is emphasizing the differentiation on those skills and breadth of content. If a teacher is struggling additional observations and peer coaching is provided.

Person Responsible Timeline for Implementation Resources

Evans, Alphonso Start: 8/1/2011 -

Finish: Ongoing

Status: In Progress — Upcoming

Person Responsible Timeline for Implementation Resources

Verna Holmes	Start: 7/1/2011	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Student AYP Plans

Description: Each student (grades 5-8) will be responsible for their individual data. They will analyze their strengths and weaknesses and identify strategies to ensure goals are met.

Person Responsible Timeline for Implementation Resources

Verna Holmes	Start: 9/1/2010	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Strategy: Coordinated Use of Out-of-School Time

Description: Khepera provides several opportunities for students to receive additional instructional time during out-of-school time.

Activity: Extended Instructional Time

Description: Teachers at KCS stay an extra hour after school at least twice a week to provide tutoring time for students who are struggling. Some Saturday school sessions are also offered throughout the year on an as needed basis.

Person Responsible Timeline for Implementation Resources

Verna Holmes	Start: 9/1/2008	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Saturday School

Description: In the two months leading up to the PSSA exams, our 3rd-8th grade students were required to attend 3-hour sessions on Saturday. Teachers provided intensive test preparation including; practice tests, testing strategies, targeted skill development based on benchmark tests and an incentive system to keep students energized.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/1/2008	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Summer Academy

Description: Summer school is offered to the first 100 students that apply for the program. It is a six-week session from 8:30 am — 3:00 pm. Students in the program develop literacy and numeracy skills in the morning and spend the afternoon participating in various expressive arts activities. Students also go on weekly field trips.

Person Responsible Timeline for Implementation Resources

Verna Holmes	Start: 8/1/2008	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Strategy: Develop a Culture that Values Reading

Description: Since children are largely influenced by observing the actions of those around them, all Khepera staff members will emphasize the importance of reading through their actions throughout the day.

Activity: Drop Everything and Teach (DEAT)

Description: Every staff member (from CEO to administrative assistants) is required to join teachers in the classroom and assist with differentiated instruction during the guided reading portion of the literacy period. DEAT creates more time for one-on-one and small-group instruction for all students.

Person Responsible Timeline for Implementation Resources

Verna Holmes	Start: 8/1/2008	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: KARS- "Khepera All Reading Silently"

Description: In order to promote independent reading, all members of the school community will read silently for 15 minutes at the end of the day.

Person Responsible Timeline for Implementation Resources

Verna Holmes	Start: 9/1/2010	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Strategy: Effective Instruction

Description: Student achievement depends on high quality teaching. Khepera will invest time in monitoring instructional practices and providing for professional development to all teachers as means of raising student achievement.

Activity: Additional Early Literacy Resources

Description: In 2009-2010 Khepera purchased new phonics tool kits and labs and Radius Audio Learning systems with the Title I ARRA funds. The materials are used in K-2 grades to support students who are reading below level.

Person Responsible Timeline for Implementation Resources

Verna Holmes	Start: 9/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Enriching Literacy Program with Guided Reading

Description: In 2009-2010 school year, Khepera adopted Scholastic's guided reading program (Nonfiction Focus, Content Areas and Fiction Focus 2nd Edition). The program helps our teachers provide purposeful literacy instruction for our K-6th grade students and invest them in both fiction and nonfiction texts.

Person Responsible Timeline for Implementation Resources

Verna Holmes	Start: 9/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Implement HOTS- Higher Order Thinking Skills

Description: HOTS is a creative program designed to build the thinking skills of educationally disadvantaged students in grades 4-7. It combines the use of computers, drama, Socratic dialogue, and a detailed curriculum to stimulate thinking processes. Computers are not used to present content, but rather to intrigue students and get them involved. Drama, in the form of teacher play-acting—sometimes in costume—also stimulates students' interest and curiosity. Some days the teacher may present a lesson as a mysterious situation for which the students' help is needed.

Person Responsible Timeline for Implementation Resources

Verna Holmes Start: 9/1/2010 -
 Finish: Ongoing

Status: In Progress — Upcoming

Activity: Objectives with Embedded Eligible Content

Description: It is imperative that students receive instruction on all eligible content. Embedding content in daily objectives is key to successful implementation, as it will provide students with focused implementation of math and literacy content areas.

Person Responsible Timeline for Implementation Resources

Verna Holmes Start: 9/1/2010 -
 Finish: Ongoing

Status: In Progress — Upcoming

Activity: Providing additional support services for students

Description: A schedule will be implemented for providing additional services, such as speech therapy for students. This will provide an opportunity for classroom teachers to effectively implement their instructional program.

Person Responsible Timeline for Implementation Resources

Verna Holmes Start: 9/1/2010 -
 Finish: Ongoing

Status: In Progress — Upcoming

Activity: SMARTS- "Study Math and Reach for the Stars"

Description: Khepera will implement daily, fast-paced teacher directed math drills for 20 minutes at the end of the day. Teachers will use this as an opportunity to emphasize math skills.

Person Responsible Timeline for Implementation Resources

Verna Holmes Start: 9/1/2010 -
 Finish: Ongoing

Status: In Progress — Upcoming

Activity: Upgrade Middle School Mathematics Curriculum

Description: In the 2009-2010 school year, Khepera adopted the Prentice Hall math curriculum for the 7th and 8th grades. The curriculum provides hands-on and technology based lessons.

Person Responsible Timeline for Implementation Resources

Verna Holmes	Start: 9/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Webb's Depth of Knowledge

Description: Webb's Depth of Knowledge (DOK) is a process and criteria for systematically analyzing the alignment between standards and standardized assessments. The DOK model is employed to analyze the cognitive expectation demanded by standards, curricular activities and assessment tasks. DOK focuses on complexity of content standards in order to successfully complete an assessment or task. The outcome (product) is the focus of the depth of understanding.

Person Responsible Timeline for Implementation Resources

Verna Holmes	Start: 9/1/2010	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Strategy: Eliminating Barriers to Learning

Description: Khepera will eliminate disruptive classroom behaviors.

Activity: Classroom Management Plan (Discipline)

Description: Teachers will develop plans that proactively address classroom behavioral concerns.

Person Responsible Timeline for Implementation Resources

Verna Holmes	Start: 9/1/2010	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Moving Middle School Students to the "100 Building"

Description: Middle school students (grades 6-8) will be moved to the "100 Building." This will ensure that students in younger grades are not disrupted by the movement of middle school students who share teachers.

Person Responsible Timeline for Implementation Resources

Verna Holmes	Start: 9/1/2010	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Strategy: Identify and Respond to Barriers to Learning

Description: Khepera staff will be able to identify and respond to barriers to learning (e.g. behavior, attendance, lateness, health concerns, etc.).

Activity: Comprehensive Student Assistance Program (CSAP) PD

Description: Teachers will attend professional development presentations that will review the CSAP process. CSAP is designed to promote success in students where there are academic, attendance/lateness, and/or behavioral needs. During the Tier 1 meeting (professional learning community meeting), teachers will identify researched based interventions to ensure student success. The CAO, Assistant Principal, Counseling Consultant and classroom teachers work together to ensure students are successful. The goal of CSAP is not to identify students for IEP's, but to create a successful environment for students by providing them with strategies for success. Strategies are derived from resources such as the Core Curriculum and PRIM book.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 9/17/2010 Finish: 7/8/2011	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	5	35
Organization or Institution	Type of Provider	Provider's Department of

Name		Education Approval Status
Assistant Principal, Counseling Consultant, CAO	<ul style="list-style-type: none"> School Entity 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Purpose of CSAP, how to properly document, how to identify students' needs, assign interventions to specific needs, check for progress at specific time-lines	The training and the program is a state designed and required program. Please see the PDE's website for research: http://www.dpw.state.pa.us/PartnersProviders/MentalHealthSubstanceAbuse/003670731.htm	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based

assessment skills and the skills needed to analyze and use data in instructional decision-making.

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

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching

materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

- Provides leaders with the ability to access and use appropriate data to inform decision-making.

Educator Groups Which Will Participate in this Activity

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

- counselors
- Other educational specialists

Follow-up Activities

Evaluation Methods

-
- | | |
|---|--|
| <ul style="list-style-type: none"> • Analysis of student work, with administrator and/or peers | <ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data |
|---|--|

Status: Not Started — Overdue

Strategy: Support At-Risk Students

Description: Provide academic and social support for students who have been identified as "at-risk."

Activity: Extended Math and Literacy Blocks

Description: We have also structured our school day to include a 135-minute literacy block (grades K-5) and 90 minutes (grades 6-8). The literacy block structure is designed to address individual student needs and eligible content.

Person Responsible Timeline for Implementation Resources

Verna Holmes	Start: 8/1/2008 Finish: Ongoing	-
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Status: In Progress — Upcoming

Activity: Highly Qualified Para-Professionals

Description: Khepera employs highly qualified para-professionals. The added highly-qualified staff reduces class size, enabling the teachers to provide more small-group and individual

interventions with students struggling in reading and/or math. In 2009-2010, we had three para-professionals - one in each kindergarten class and one who floated among the other classrooms.

Person Responsible Timeline for Implementation Resources

Verna Holmes	Start: 8/1/2008	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Response to Intervention Program

Description: Khepera is expanding and strengthening our Rtl program. In 2009-2010, we added Step Beyond and Step Beyond Comprehension programs to help facilitate the Rtl process in grades 3-6.

Person Responsible Timeline for Implementation Resources

Verna Holmes	Start: 9/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Goal: II. Improve Academic Achievement Among Students with Special Needs

Description: Goal: At least 67% of IEP students will be proficient in Mathematics, as measured by the annual state-wide PSSA assessments OR we will make continuous progress in raising student achievement to the extent that we make AYP through safe harbor or growth model. Goal: At least 72% of IEP students will be proficient in Reading, as measured by the annual state-wide PSSA assessments OR we will make continuous progress in raising student achievement to the extent that we make AYP through safe harbor or growth model.

Strategy: Identify and Respond to Barriers to Learning

Description: Khepera staff will be able to identify and respond to barriers to learning (e.g. behavior, attendance, lateness, health concerns, etc.).

Activity: Comprehensive Student Assistance Program (CSAP) PD

Description: Teachers will attend professional development presentations that will review the CSAP process. CSAP is designed to promote success in students where there are academic,

attendance/lateness, and/or behavioral needs. During the Tier 1 meeting (professional learning community meeting), teachers will identify researched based interventions to ensure student success. The CAO, Assistant Principal, Counseling Consultant and classroom teachers work together to ensure students are successful. The goal of CSAP is not to identify students for IEP's, but to create a successful environment for students by providing them with strategies for success. Strategies are derived from resources such as the Core Curriculum and PRIM book.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 9/17/2010 Finish: 7/8/2011	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	5	35
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status

Assistant Principal, Counseling Consultant, CAO	<ul style="list-style-type: none"> School Entity 	Approved
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Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Purpose of CSAP, how to properly document, how to identify students' needs, assign interventions to specific needs, check for progress at specific time-lines	The training and the program is a state designed and required program. Please see the PDE's website for research: http://www.dpw.state.pa.us/PartnersProviders/MentalHealthSubstanceAbuse/003670731.htm	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Increases the educator's <u>teaching skills</u> based on research on effective practice
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e, with attention given to interventions for struggling students.

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

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

- Provides the knowledge and

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

- Provides leaders with the ability to access and use approp

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data to
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Educator Groups Which Will Participate in this Activity

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

Follow-up Activities **Evaluation Methods**

<ul style="list-style-type: none">• Analysis of student work, with administrator and/or peers	<ul style="list-style-type: none">• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.• Student PSSA data• Standardized student assessment data other than the PSSA• Classroom student assessment data
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Status: Not Started — Overdue

***Strategy:* Inclusion**

Description: Khepera School's special education program is based on the inclusion model. Khepera recognizes the value of including young children with special needs in programs with their peers. The benefits of an inclusion model are considerable. We are appreciative of the extensive legislative, philosophy and research that support the development of a least restrictive environment (LRE) model for special education students. At Khepera, students will be provided with the necessary resources to meet their IEP goals, as well as make academic progress

overall. The co-teaching model is critical during guided reading and small group instruction for math. There will be minimal pull-out as the students need to be in the regular education classroom to benefit from effective grade-level instruction. As needed, students should be pulled out to accommodate small group testing with additional time. This will require planning between the special education teacher and both partner regular education teachers.

Activity: Corrective Reading PD

Description: Khepera teachers will participate in professional development sessions focusing on the implementation of Corrective Reading for special education students and students with similar skill needs. Corrective Reading is designed to promote reading accuracy (decoding), fluency, and comprehension skills of students in third grade or higher who are reading below their grade level. The program has four levels that address students' decoding skills and six levels that address students' comprehension skills. All lessons in the program are sequenced and scripted. Corrective Reading can be implemented in small groups of four to five students or in a whole-class format. Corrective Reading is intended to be taught in 45-minute lessons four to five times a week. The Corrective Reading program will replace guided reading for students with IEPs and students with similar skill needs.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 9/22/2010 Finish: 9/22/2010	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
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6.00	2	35
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Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
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Ms. Bellamy		Approved
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Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Educators will learn how to assess students and implement the corrective reading program for students with IEPs and similar skill sets.	Corrective Reading's instructional content includes all 5 components of Reading (Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension). In addition, its instructional design incorporates explicit instructional strategies, coordinated instructional sequences, ample practice opportunities, and aligned student materials.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.
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For school and district administrators, and other

educators seeking leadership roles:

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on 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"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening

Follow-up Activities Evaluation Methods

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

Status: Not Started — Overdue

Activity: Inclusion PD

Description: Teachers will participate in professional development to gain a better understanding inclusion and the co-teaching model. Additionally teachers will learn how to modify student work to ensure that skills are met for all students (without pulling them out of the classroom). Inclusion is a term which expresses commitment to educate each child, to the maximum extent appropriate, in the least restrictive setting (e.g. in the school and classroom he or she would otherwise attend). It involves bringing the support services to the child (rather than moving the child to the services) and requires only that the child will benefit from being in the class (rather than having to keep up with the other students).

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 8/27/2010 Finish: 2/1/2011	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
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2.00	2	35
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Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
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CAO, Assistant Principal, Special Education Liaison, Classroom Teachers	<ul style="list-style-type: none"> School Entity 	Approved
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Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Teachers will gain a better understanding of the inclusion model and will learn about co-teaching and modifying student work to ensure skills are met for all students. Teachers are provided with examples of how to modify student classwork, homework and assessments. To ensure parents are clear about the expectation of the instructional program, both the regular education and special education teachers participate in the IEP meeting.	Extensive legislative, philosophy and research support the development of a least restrictive environment (LRE) model for special education students.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p>
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- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

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

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

Status: Not Started — Overdue

Goal: II. Improve Academic Performance - Science

Description: Although the state has not set a goal for the PSSA science exam we will continue to show improvement, for grades 4 & 8 by decreasing the percentage of students scoring below proficiency by 5% over year prior.

During the 2011-2012 school year, our students increased their proficiency/advanced level on the Science PSSA by 13% (preliminary data).

Strategy: Incorporate Technology in the Classroom

Description: Teachers will utilize new technological programs, hardware, and classroom applications to enhance student learning.

Activity: Study Island Science Module

Description: In 2009-2010, Khepera purchased the Study Island Science module for use in as an instructional tool and benchmark assessment The program provides students with an interactive and adaptive tutorial program that is used during class and science lab.

Person Responsible Timeline for Implementation Resources

Verna Holmes	Start: 9/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Goal: III. Culture

Description: Khepera will implement a variety of strategies to construct a culture of professionalism and staff cohesiveness infused with African-Centered concepts and values.

Strategy: African Centered Cultural Infusion

Description: Khepera will integrate the concepts of an African-centered culture infusion into daily practices. Cultural infusion is a large part of the instructional vision at the Khepera Charter School. Our ultimate goal is to have all content areas (math, literacy, science and social studies) infused with African culture and history. To begin this process, we are providing teachers with skills and competencies which are necessary to accomplish this goal. In addition, we are beginning the infusion process through the social studies instructional block. We have provided teacher demonstration lessons to ensure they are provided with an example of what a culturally infused lesson looks like.

Activity: Cultural Infusion - PD

Description: Teachers will participate in monthly seminars on cultural infusion. This will include reviews of literature, films, lectures, and demonstration of teaching strategies. Teachers will align standards with concepts from all disciplines for incorporation into designated teaching topics. Staff will review work from the previous month and discuss the degree of implementation and recommendations for improvement. External consultants will be used as appropriate.

Person Responsible	Timeline for Implementation	Resources
Verna Holmes	Start: 9/1/2010 Finish: 5/1/2011	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
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1.50	8	30
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status

Khepera Staff, Curriculum Consultants, Chike Akua (Director of the Transformational Learning Institute)

- School Entity
- College
- Association

Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Teachers will develop strategies to teach cultural infusion aligned with standards of performance. They will understand the cultural concepts developed by Asa Hiliard.

Positive images of self, family, and community increase learning.

For classroom teachers, school counselors and education specialists:

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

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

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional

education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on 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 • Principals / asst. principals • Other educational specialists 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Science and Technology • Arts & Humanities • World Languages • Kindergarten Early Learning Standards

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Lesson modeling with mentoring • Journaling and reflecting 	<ul style="list-style-type: none"> • Student PSSA data • Participant survey • Review of participant lesson plans

Status: Not Started — Overdue

Strategy: Increase Staff Professionalism and Cohesiveness

Description: Khepera will work to ensure the entire staff is professional, works together, accepts constructive criticism, and contributes to the culture of excellence.

Activity: Staff Professionalism PD

Description: Teachers will participate in seminars that focus on improving staff professionalism. Presentations will demonstrate the qualities expected of Khepera teachers including punctuality, respect, acceptance of constructive criticism, and accountability.

Person Responsible	Timeline for Implementation	Resources
Verna Holmes	Start: 8/23/2010 Finish: 6/1/2011	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	10	40

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
CAO, Dean of Students, Baba King, Classroom Teachers	<ul style="list-style-type: none"> School Entity 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Staff members will understand the importance of professionalism in the workplace and will be able to accept and use constructive criticism.

For classroom teachers, school counselors and education specialists:

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

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

- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

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

Follow-up 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 	

Status: Not Started — Overdue

Activity: Team Building PD

Description: Teachers and other staff members will participate in team-building activities. Trainers from Fellowship Farm use a variety of approaches -- from drawing and role-play to games and simulations -- to help build the team's effectiveness. The purpose of this PD is to improve staff's ability to communicate, cooperate and solve problems together, prepare management to deal effectively with the fear and discomfort often associated with change, and enhance staff's respect for diversity and for the contributions of all to the team effort.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 8/23/2010 Finish: 8/23/2010	-

Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
4.00	1	60
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Fellowship Farm	<ul style="list-style-type: none"> Company 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
1) Effective Communication skills 2) Cooperation and Problem Solving 3)	Fellowship Farm is an educational leader in the field of human relations. We are one	<i>For classroom teachers, school counselors and education specialists:</i>

Enhanced Respect for Diversity

of the nation's oldest education and retreat centers dedicated to leadership development and social change.

- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Empowers educators to work effectively with parents and community partners.

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

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

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

Follow-up Activities **Evaluation Methods**

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|--|--|
| <ul style="list-style-type: none">• Team development and sharing of content-area lesson implementation outcomes, with involvement of | <ul style="list-style-type: none">• Participant survey |
|--|--|

administrator and/or
peers

Status: Not Started — Overdue

Goal: III. Improve Academic Performance - Writing

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

During the 2010-2011 academic year, 98.07% (preliminary data) of our students scored proficient/advanced on the Writing PSSA.

Strategy: Effective Instruction

Description: Student achievement depends on high quality teaching. Khepera will invest time in monitoring instructional practices and providing for professional development to all teachers as means of raising student achievement.

Activity: Implementing Highly Effective Writing 8th Edition

Description: In 2009-2010, teachers implemented the Highly Effective Writing program in grades K-8. The program is aligned with the PSSA and PA Standards.

Person Responsible Timeline for Implementation Resources

Verna Holmes	Start: 9/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Strategy: Writing Across the Curriculum

Description: Provide writing opportunities in all subjects.

Activity: Student Journals

Description: Students in grades K-8 are required to keep a journal which they record reflections on various prompts provided in all subjects.

Person Responsible Timeline for Implementation Resources

Verna Holmes	Start: 8/1/2008	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Goal: IV. Enhance Student Services Programming

Description: We will create a community that embodies the mission of Khepera and the Principles of MA'AT. This will result in a more peaceful school environment and decreased disciplinary infractions.

Strategy: Student Social and Career Development

Description: Develop our students socially and invest them in future education opportunities.

Activity: Career Day

Description: In 2011-12 we hosted our 5th annual career day. Parents and community members shared their various professional backgrounds with the students, including the schooling and training that is required.

Person Responsible Timeline for Implementation Resources

Verna Holmes	Start: 8/1/2008	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Encourage and Seek Student Feedback

Description: Providing feedback provides students with an opportunity for self-reflection and planning for improvement.

Person Responsible Timeline for Implementation Resources

Verna Holmes	Start: 9/1/2010	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: MA'ATIC Development Program

Description: KCS strengthened our MA'ATIC Development Program establishing processes, procedures, and interventions designed to support and restore students with behavioral challenges instead of punish them.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/1/2008	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Rites of Passage

Description: Side by side Board, parents, and community members guide young males and females through their Rites of Passage programs. It provides an opportunity for families to focus on some of the socialization needs of students of middle school students that often pose barriers to academic success.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 9/1/2008	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Saturday Recentering

Description: The KCS Dean of Students will provide Saturday session for selected students to assist them in developing strategies for resolving conflict peacefully, managing anger, resolving grief, and sharing emotions in ways that are constructive.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/1/2008	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Goal: V. Increase Parental Involvement and Satisfaction

Description: Khepera will increase parental involvement and satisfaction as measured by attendance rates and responses on surveys and student retention.

Strategy: Structured Events for Parents

Description: Provide events which have a specific activity or program in which parents can participate (e.g. celebration, literacy night, student performance).

Activity: Facilitate Parent Workshops

Description: In 2009-2010, Khepera held a parent workshop for each semester. The workshop included guest speakers, food, and student performances.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 9/1/2008	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Khepera Wazazi Wazuri

Description: The Parent Advisory Board has two responsibilities: (1) reporting to the Board on an ongoing basis to ensure that parental feedback is incorporated into every level of the Board's decision-making and (2) cultivating relationships with community based organizations that can contribute to the school's educational program and provide opportunities for collaborating for large scale fund raising and grant development. In 2009-2010, the Wazuri held monthly meetings and several fundraisers, including a talent show held at ML King High that was highlighted in the Tribune newspaper.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/1/2008	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Open House

Description: KCS will host a minimum of one Open House in 2010-2011, which will incorporate a high-interest event for the community and parents (i.e. student performance, guest speaker, workshop, etc.).

Person Responsible Timeline for Implementation Resources

None Selected	Start: 9/1/2008	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Parent Advisory Council

Description: The council serves as a link between the board and the Wazuri. The members are required to attend every board meeting and report back to the Wazuri to keep all parents involved and informed in the Board's decisions.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/1/2008	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Goal: VI. Increase Community Involvement

Description: Khepera will increase amount community involvement with the school. The school will host at least one Community Open House per year. The school will identify and cultivate 3 additional significant community partners (community based organizations, arts organizations, museums, businesses, professional associations, schools or universities, etc.). Community participation will increase Khepera's presence as an institution of learning in the area and will provide Khepera's students with real-world connections to classroom instruction.

Strategy: Develop Current Relationships

Description: The best recruitment is through happy and satisfied customers. We will continue to develop the relationships with current partners.

Activity: Developing Current Community Partners

Description: We will continue to work and develop the relationships with the following organizations: Motivation Institute of Philadelphia, School District of Philadelphia, PA Department

of Education, PA Coalition of Charter Schools, Temple University, Archeologists to Go, Cecilian Center for Earth, Arts, and Spirit, Association for the Study of African Civilizations, West Oak Lane Senior Citizens Center, Simon's Recreation Center, Universal Negro Improvement Association, Philadelphia Freedom Schools, Office of State Senator Leanna Washington, Alpha Kappa Alpha Sorority, Omega, Omega Charter, African Centered Charter School Coalition, Germantown Homes, Church of the Annunciation Episcopal Church, Chester Hill College, Arcadia University.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/1/2008	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Strategy: Structured Events for Community Members

Description: Provide events which have a specific activity or program in which community members can participate, including, open houses, student performances, fundraising events, and the Rites of Passage.

Activity: Open House

Description: KCS will host a minimum of one Open House in 2010-2011, which will incorporate a high-interest event for the community and parents (i.e. student performance, guest speaker, workshop, etc.).

Person Responsible Timeline for Implementation Resources

None Selected	Start: 9/1/2008	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Statement of Quality Assurance

Charter school has met AYP.

Statement of Quality Assurance - Attachment

- Statement of Quality Assurance

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

Normal 0 false false false EN-US X-NONE X-NONE /* Style Definitions */
table.MsoNormalTable {mso-style-name:"Table Normal"; mso-tstyle-rowband-size:0; mso-tstyle-

colband-size:0; mso-style-noshow:yes; mso-style-priority:99; mso-style-qformat:yes; mso-style-parent:""; mso-padding-alt:0in 5.4pt 0in 5.4pt; mso-para-margin:0in; mso-para-margin-bottom:.0001pt; mso-pagination:widow-orphan; font-size:10.0pt; font-family:"Times New Roman", "serif";} Curriculum and Alignment to State Standards During the 2011-2012 school year, we focused on skill-based small group instruction during the math and literacy block. Teachers were required to utilize small group instruction logs as documentation that students were being provided with instruction based on their needs. In addition, there is a daily constructed response period for 15 minutes of every morning. One constructed response statement was utilized for the entire week to provide practice for students in providing detailed responses to constructed response statement/questions. In addition, the last 15 minutes of the instructional day focused on promoting independent reading (KARS - Khepera All Reading Silently (M,W,F) and improving math skills as a class through SMARTS (Study Math and Reach The Stars) (T-TH). Throughout the instruction year, teachers were provided with Brown Bag Lunch professional development sessions, which focused on specific needs of the school as assessed through observation, teacher input and student data. These were opportunities for teachers to receive support from the CSAP team, which included the Counseling/Clinician, Special Education Team and the Dean of Students. In the selection of materials Khepera looked for programs that were culturally responsive, emphasize inquiry-based and project-based learning, and/or reinforce foundational skills in literacy and math. To increase student engagement and teacher effectiveness, materials were also selected that have interactive computer applications and built-in assessment. All materials are aligned with Pennsylvania State Standards. Khepera Charter School's approach to teaching and learning is informed by its African Centered philosophy. Thus, instruction is experiential, constructivist, intergenerational, and purposeful. To encourage inquiry-based approaches, each year an overarching essential question is chosen to drive instruction with corresponding themes for each trimester. These themes are based on the school's daily affirmation. First trimester essential questions have to do with the roots or source of excellence and engage students in a consideration of life and power. Second trimester questions relate to maintaining excellence and pose queries related to health and prosperity. Third trimester questions connect to sustaining excellence and ask students to consider the concepts of strength and stability. Multidisciplinary grade teams plan around these themes to insure a rich, in depth integration of these queries and concepts in the curriculum, climate, and life of the school in general. Assessment During the 2011-2012 school year, we utilized Study Island predictive assessments to analyze student data and provide skill based instruction to meet individual needs. In addition, all students were assessed for reading levels. We used a monitoring tool for literacy to identify where students' weaknesses were as it relates to reading. Reading levels were determined by assessment, homework, classwork, writing and teacher professional observation. Based upon the reading level, it was determined the level of intervention to be provided to students. Based upon student data, the types of support provided were in-class and pull-out. Students received in-class support through the inclusion program. Students were pulled out for corrective reading. Over the past several years Khepera has evolved into a data-driven school. In the summer of each year, the administration analyzes the results from PSSA, PASA, and Acuity tests. The team uses this information to modify/add to the curriculum and develop professional development plans for the following year. During the school year, Khepera uses several benchmarking exams to inform instruction and create student groups. Grades K-2 uses DIBELS to diagnose early reading skills. For grades, 3-8, Khepera uses Study Island for math, reading, and science. Study Island is a web-based program that provides individual instruction that is aligned with the PSSA. Khepera uses the program for benchmarking and instructional purposes. The students take each Study Island benchmark exam three times a year. The administration and teachers also use those results to track progress and identify any students who are performing below level. Teachers also use alternative forms of assessment to determine student progress including; portfolio assessment, service learning from K-8, exhibitions, oratorical contests, participation in conferences, community forums, and intergenerational learning (e.g. family science nights, family financial literacy seminars). Schedule for Learning During the 2010-2011 school year, the literacy block for grades K-5 was 135 minutes of instruction. The block encompassed whole group instruction through shared reading, which was limited to approximately 15-20 minutes. This portion of the literacy block focused on the skill for the week,

per the core curriculum. During guided reading, the teacher(s) worked with a small group, while the other students worked independently on assigned tasks related to their individual needs. Task cards drove the independent instructional portion of the small group instruction of the block. The math block was divided up similarly, as there was a whole group instruction portion and small group instruction portion. Students were grouped according to skill need. These groups changed throughout the year for both literacy and math. To facilitate the implementation of a range of differentiated techniques, 150-minute literacy and 90 minute numeracy blocks have been established. The literacy block is split into three 50-minute periods. The first two periods are used for reading and the second is "Drop Everything and Teach" time. During this time, every adult in the school goes into a classroom to assist teachers with small group and differentiated instruction. The final period focuses on writing skills. The literacy and numeracy blocks allow for multi-grade group construction geared toward accommodating a myriad of learning styles, intelligences, skill levels and personality/leadership styles. Multi-level materials have been chosen to insure necessary resources. Supporting Low Performing Students During the 2011-2012 school year, a strong focus was placed on differentiating instruction, thus providing instruction based upon the needs of all students. Low performing students were provided with interventions such as corrective reading and tutoring by classroom teachers (after school). In addition, during the school day, through differentiated instruction, students were provided with needed supports to ensure success. We utilized para-professionals and provided them with professional development through our special education team. Our academic success articulated in the sections above is the result of our strategies to support ALL of our students in the efforts to meet our mission of closing the achievement gap between our students and their more affluent peers.

Rigorous Instructional Program - Attachments

- KCS INDUCTION APPROVAL
- KCS PD APPROVAL LETTER
- Khepera PD Approval Letter -Nov. 2010

English Language Learners

To date, no ELL students attend Khepera Charter School. However, we recognize that we need to have a comprehensive ELL Plan in place which could be quickly implemented upon enrollment of an ELL student. This plan is attached.

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

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

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

1. Facilitate English language acquisition through communication skills of comprehension, listening, speaking, reading, and writing.
2. Ensure an effective and meaningful participation in regular education.

3. Facilitate the acculturation process in a complex society that is multicultural by exposing students to the customs, traditions, and expectations of their new environment.

English Language Learners - Attachments

- KCS ELL POLICY
- KCS LEP EDHUB REPORT 09-10

Graduation Requirements

Khepera Charter School is a K-8 school, therefore this does not apply.

Special Education

Khepera Charter School's special education program includes the following components:

Inclusion Model and Co-teaching: Khepera School's special education program is based on the inclusion model. Khepera recognizes the value of including young children with special needs in programs with their peers. The benefits of an inclusion model are considerable. We are appreciative of the extensive legislative, philosophy and research that support the development of a least restrictive environment (LRE) model for special education students. At Khepera, students will be provided with the necessary resources to meet their IEP goals, as well as make academic progress overall. The co-teaching model is critical during guided reading and small group instruction for math. There will be minimal pull-out as the students need to be in the regular education classroom to benefit from effective grade-level instruction. As needed, students should be pulled out to accommodate small group testing with additional time. This will require planning between the special education teacher and both partner regular education teachers.

Special Education Coordinator: The special education coordinator has an important role at Khepera. The coordinator works collaboratively with regular education teachers to make sure the needs of special education students are being met. The coordinator meets with teachers on a weekly basis to discuss the progress of all students. He/she also discusses the intervention models that are in place for each child and guarantees that students are receiving differentiated instruction. The special education coordinator also creates and monitors the implementation of all IEPs. Yearly IEP meetings are held, as mandated by federal law, to ensure that all IEP documentation is current.

ChildFind — Khepera 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 at 215-843-1700. A student may be referred for a special education evaluation by any source (e.g. teacher, parent). The referral is to be made in writing and submitted to the special education coordinator.

Services: Khepera provides speech and language therapy, itinerant learning support, psycho-educational evaluations, psychological evaluations, home-school connection, and any other support or related services as defined by our students' IEPs.

Specific Changes This Year:

During the 2011-2012 school year, Khepera Charter School's Special Education Department was found to be in corrective action. As a result of these findings, we have developed a concise special education plan for implementing IEP goals and child find for students in need of services. Additionally, we have increased the staffing for the special education department to include the following: Full-time special education coordinator, five special education teachers and two assistants for the special education department.

Attached please find a copy of our special education policies.

Special Education - Attachment

- KCS SPED POLICY

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Ramona Leak	1.00	Learning Support	Khepera Charter School	16	Provides in-class support as well as pull-out to support the special education students and regular education teachers.
Kisha Hairston-McKoy	1.00	Learning Support	Khepera Charter School	15	Provides in-class support as well as pull-out to support the special education students and regular education teachers.
Arpita Bhattacharjee	1	Learning Support and Emotional Support	Khepera Charter School	16	Provides in-class support as well as pull-out to support the special education students and regular education teachers.
Donielle Harrison	3/5	Corrective Reading	Khepera Charter School	20	Pull-Out Small Group Instruction

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
Speech Pathology, Inc	1	Speech Services	Khepera Charter School	27	Contracted Speech Services

Special Education Program Profile - Chart III

Title	Location	FTE
Tuere Barnes, School Psychologist	Khepera Charter School	1
Barbara Still, School Psychologist (Consultant)	Khepera Charter School	1
Lisa Catalano	Khepera Charter School	1

Tanya Goodman	Khepera Charter School 1
Ali Derricotte	Khepera Charter School 1
Candace Sabb	Khepera Charter School 1

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual Title/Service	Amount of Time Per Week
Lisa Catalfano	Speech Therapist As Needed
Easter Seals	OT/PT Evaluations As Needed

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
PSSA Math and Reading	No	No	No	Yes	Yes	Yes
Acuity - SDP	No	No	No	No	No	No
Study Island	No	No	Yes	Yes	Yes	Yes
DRA II	Yes	Yes	Yes	Yes	No	No
PSSA Science	No	No	No	No	Yes	No
PSSA Writing	No	No	No	No	No	Yes
DIBELS	Yes	Yes	Yes	No	No	No
Acuity (Online Assessment)	No	No	No	No	No	No

Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
PSSA - Reading and Math	Yes	Yes	Yes	No	No	No	No
Study Island	Yes	Yes	Yes	No	No	No	No
DRA II	No	No	No	No	No	No	No
PSSA - Science	No	No	Yes	No	No	No	No
PSSA - Writing	No	No	Yes	No	No	No	No

Student Assessment

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

Preliminary PSSA Data (Proficient/Advanced):

Percentage of Proficient/Advanced Students

Math: Grades 3-5: 66.9%

Math: Grades 6-8 — 61%

Literacy: Grades 3-5: 59.9%

Literacy: Grades 6-8 — 64%

-

Other Local Tests:

Our students participated in Study Island assessments, which are used to track and guide instructional practices. Additionally, Khepera uses DIBLES for grades K-3 and GATES for grades 4-8 for literacy diagnostic purposes and benchmarking. Both tests are given three times a year and provide teachers with data needed for lesson planning, student grouping, and interventions when necessary. In addition, students who are more than two (2) years below are given the WRAP assessment.

Finally, in addition to standard measures of student performance, Khepera measures institutional success by monitoring other indicators such as retention, attendance, successful completion of Rites of Passage, mandatory student exhibitions, completion of service learning requirements, science fair projects, portfolio assessments and other forms of authentic, outcomes-based assessment.

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

In general, Khepera has moved into a data driven decision making environment, whereby we are able to identify student needs and respond quickly with interventions. Interventions employed at the school include schoolwide differentiation based upon instructional needs, increased literacy and numeracy time, block scheduling to better facilitate differentiated instruction, the adoption of the Core Curriculum of the School District of Philadelphia, the use of the use of Study Island instruction and assessment program, and additional instructional support persons in the classroom.

We also grouped the high basic and proficient students for after school tutoring classes. This program ran from 3:15 p.m. to 4:30 p.m. beginning in November to the PSSAs.

Student Assessment - Attachment

- Preliminary PSSA data (2011)

Teacher Evaluation

KCS's teacher evaluation system includes both informal and formal observations. The observation schedule is as follows:

- All teachers receive quick visits throughout the school year, targeted at classroom environment, instructional practices and student interaction. Feedback from quick visits is provided to teachers.
- Teachers requiring additional mentorship may receive additional informal observations before their formal observation.
- Instructional I teachers receive one formal observation before January and another before the end of the school year.
- Instructional II teachers receive one formal observation before the end of the school year.

Post observation conferences are conducted to review the observation report. Conferences take place for all formal observations.

In 2011-2012, observations and final evaluations were completed by Verna Holmes, Principal. Please see attached teacher observation form and tool, as well as the professional responsibility form.

Teacher Evaluation - Attachment

- KCS TEACHER OBSERVATION FORM

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

Charles A. Highsmith Jr. is the CEO at Khepera. Mr. Highsmith holds an undergraduate degree in elementary education and special education. He is a certified Principal and holds a certificate in Charter School Leadership from Harvard as well as a Master in education from Temple Univ in Special Education and a Master degree in Education Administration. Mr. Highsmith has a proven track record of success in urban education settings. He is a high school reform and school leadership expert in the governance of schools and the management of resources, with a focus on community involvement, business leadership, and increased parental and public support for investment in educational programs. He is an educational and instructional leader with classroom and school management level expertise reflecting a career spanning over 35 years, first and foremost as a teacher. He is an urban educational specialist with a deep and personal understanding of the complex needs of cities and metropolitan areas in the development of quality teaching and learning amid demographic changes involving race, ethnicity, and culture. He has served as an Assistant Superintendent in two school districts prior to serving as a Charter school CEO .

The Board of Trustees also hired Ms. Verna A. Holmes as the Principal for Khepera. The Principal is responsible for the academic programming at the school including, curriculum development, teacher evaluations, and professional development. Ms. Holmes has multiple years of experience as a school administrator. Furthermore, she has Pennsylvania Principal and elementary education certifications. Principal Holmes has a strong background in curriculum implementation, subject integration, hands-on approaches and cooperative learning. She has served as a Dean of Students, School Based Teacher Leader, Roster Chair Person, Roster Chair person. Ms. Holmes holds a Computer Science Certification (K-12). She has a master's degree in Curriculum Development and has written curriculum for both high school and elementary education. Principal Holmes has a strong background in curriculum implementation through an individualized instructional plan. She has devised a process to ensure individual student success through the use of data-driven instruction. While teaching in an elementary school, Ms. Holmes was integral in supporting the needs of students by providing math and literacy instruction in the computer lab. She would teach lessons to support the students' needs based upon their data, thus supporting the classroom teacher's instructional plan.

The Board of Trustees hired an assistant principal, Mr Leroy Hall. AP Hall holds a undergraduate degree in elementary education, and a Master degree in School Leadership from the University of Pittsburg. He has been an effective teacher of mathematics for over eight years and brings a wealth of experience and growth oportuities for the KCS school both in mathematics and overall academic areas.

Board of Trustees

Name of Trustee	Office (if any)
Richard Isaac	Board President
Richard White	Treasurer
Barbara Guerrero	Secretary
Robert Miller	Member
Delores Turner	Member
Mary Randall	Member
Jan Gillespie-Walton	Member
Theresa Corinaldi	Member
Mellisa Watts	Recording Secretary

Professional Development (Governance)

Khepera's Board of Trustees continues to engage in professional development as a governing board. Previous years of training have encompassed various topics, including the Sunshine Law, Public Official Act, Board Responsibilities and Fiscal Responsibilities. During the 2011-2012 academic year, the Board of Trustees engaged various training sessions, some in part, some in whole. There was participation in Board Boot Camp, hosted by Catalyst Center for Nonprofit Management, with focus on School Finance, Budget Development and Policy Development, PA Association of School Business Officials (PASBO) as well as the National Charter School Conference (attending session on Board Governance and Finance). In its entirety, the Board attended a

training session on Board Ethics and Values, facilitated by Jerome Fox, Psy.D. in Clinical Psychology. Additionally, the entire Board participated in a 4 day retreat with administration discussing issues surrounding governance, budgeting and policy development. The Board also engages in Strategic Planning and continuous Budget Development training.

The Board of Trustees have developed a calendar of governance training for the 2011-2012 academic year. On August 17th through 20th, the Board held a strategic planning meeting retreat, which contained sessions on Legal Obligations, Ethics Act and the Sunshine Act.

Coordination of the Governance and Management of the School

Management

Khepera School has established a strong working relationship with administration, staff, parents, and community partners. Board members maintain a weekly presence in the school to provide staff and parental access to the Board.

Khepera board members are encouraged to serve as members of the leadership subcommittees in conjunction with the academic and operational leaders of the school. Planning meetings and trainings are held by the various subcommittees on a monthly basis to ensure alignment with the overall focus and vision of the school. These subcommittees include, finance, personnel, facilities, academic and parent counsel.

Khepera Charter School prides itself in having a “working” board of trustees, which partners with staff in addressing educational concerns within the institution. For example, many Board members participate in the Khepera Rites of Passage collective. Members also assist in strategic planning as described previously in this document. Board representatives are almost always present at programs, celebrations, and forums organized by the school. These various interactions insure that communications readily and easily flow between the board and the present management team of Khepera Charter School.

Relationship with School District of Philadelphia

Khepera participates in meetings and trainings held by the School District of Philadelphia's Office of Charter Schools including the data group meetings. In addition, Khepera's administration and its delegates participate in monthly special education meetings organized by the School District's Office of Specialized Services.

Khepera is active in the Pennsylvania Charter School Coalition. The Coalition continues to work with the School District of Philadelphia to improve communication between the charters and the District.

Coordination of the Governance and Management of the School - Attachments

- 2011-12 Board Meetings and Trainings
- Sunshine Notice
- Academic Calendar

Community and Parent Engagement

Community and Parent Engagement

From its inception, Khepera Charter School has consisted of a coalition of community members, parents, school based educators, and community based educators. This partnership has continued as Khepera has grown as an institution. The Board, parents, and community members work together on planning subcommittees. Side by side board, parents, and community members guide young males and females through their Rites of Passage programs. Board and staff continue to join with parents, and community partners in cultural and social activism through membership in organizations such as the Universal Negro Improvement Association and Association of the Study of Classical African Civilization.

Khepera boasts of an independent parent's organization that emerged from the energy and enthusiasm of parents to be involved in the life of the school. This group of committed parents, with the encouragement of the Board of Trustees, has conducted a number of ongoing fundraisers for the children of the school. Changes in administration had posed challenges to building a stable Home and School Association in the past. In school year 2007-2008, a small cadre of dynamic parents founded the Khepera Wazuri Association. The Wazuri assisted with a number of events. Various committees on the Wazuri allow parents different ways to get involved. Committees include: Fundraising, Community Relations, Men of Khepera, Grants, Community Services, and Membership. Parents can also become Class Representatives who work closely with each teacher to coordinate classroom needs. Throughout the course of the year the Khepera Board made sure it was represented at most Wazuri events.

In addition to our work with parents, the Board and administration of Khepera Charter School has enjoyed partnerships with a number of community organizations and will continue these relationships into school year 2012-2013.

Cecilian Center for Earth, Arts, and Spirit — partners with Khepera to implement Earth Day celebrations and other ecological programs and projects. Cecilian Center for Earth, Arts, and Spirit also allows us to utilize facilities and grounds for our Rites of Passage program and other social action projects.

Association for the Study of African Civilizations — This is an international non-profit provides opportunities for youth, board members, community members, staff, and parents to participate in study groups, conferences, and enjoy travel opportunities that facilitate growth and development.

Simon's Recreation Center — Simon's playground has partnered with us to host a staff-parent basketball game.

Universal Negro Improvement Association — Khepera Board has linked the school to the historic UNIA. As a result Board members, staff and students participate in its annual Marcus Garvey Celebration.

Philadelphia Freedom Schools — PFS partners with Khepera Charter School to provide literacy training and books to support us in our summer academy program. Khepera's 6th grade nation reciprocated by doing a service learning project with two Freedom School sites, raising money and consciousness on the plight of children in Uganda.

Church of the Annunciation Episcopal Church — Church of the Annunciation has agreed to be our evacuation site.

Chester Hill College- 6th and 7th grade girls attended a Women in Science Seminar, introducing them to careers in science.

Arcadia University- A group of boys from Khepera participated in the Black male Symposium at the college, presenting on “Youth Activism.”

These are just a few of the ways the leadership of Khepera participates with parents and community members in “villaging” for the success of our students and the development of the community at large.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

Khepera did not conduct any large-scale fundraising activities in 2011-2012. However, the school conducted a number of smaller fund-raising activities, many of which were parent-led or extra-curricular. These fundraisers included pizza sales, candle sales, candy sales, and a book fair. The total estimated amount raised from these efforts was \$25,000 and proceeds went towards various student activities and programs (i.e. student dance recital, graduation, etc.).

Fiscal Solvency Policies

In order to maintain solvency, Khepera Charter School enforces several policies: One, the school develops an annual operating budget that's based on historical behavior and upcoming needs. Second, the school has a Finance Committee that meets twice a month to review the operating budget, variance analysis, and makes fiscal revisions as needed. Third, the school incorporates a contingency fund in its operating budget in order to address unanticipated expenditures, enrollment declines, and shortfalls in cash flow. Additionally, the school has incorporated several internal control policies including authorization on purchase orders. Khepera also maintains an on-site Business Manager and an education management company to provide back-office support and ongoing financial planning services.

Accounting System

Khepera Charter School, with the support of a financial management company, ensures that the general ledger structure and account classifications are in accordance with the Pennsylvania Department of Education guidelines. Khepera developed several internal controls and standard operating procedures to enforce compliance and enhance the accounting systems, which include petty cash procedures, purchase order policies, check disbursement policies and procedures, and account reconciliation procedures. Khepera uses Quickbooks Accounting Software, which 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

- Preliminary Revenue and Expense Report 2011-2012

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

The school's Board of Trustees has engaged the audit firm of Mitchell & Titus, LLP, located at 1818 Market Street, Philadelphia, PA. 19103 to conduct the audit for the fiscal year ended June 30, 2012. The audit report for fiscal year ended June 30, 2011 is expected to be completed by August 31, 2012. A draft of the 10-11 report has been attached. Khepera will provide PDE and the School District of Philadelphia and the Pennsylvania Department of Education with a copy of this audit report immediately upon its completion. The completion of the 10-11 audit report was delayed due to transition and coordinating efforts between the current and former management firms.

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

- Audit Report 2010-2011 - Draft
- Audit Report 2009-2010

Citations and follow-up actions for any State Audit Report

Khepera did not undergo a state audit conducted by the Auditor General in 2011-12 or any previous year. Each year, Khepera forwards our Financial Statements and Supplementary Information for the year ended June 30 to the Commonwealth of Pennsylvania's Office of Budget, Bureau of Audits.

SECTION VII. FACILITY RESPONSIBILITIES

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

During the 2011-2012 school year, Khepera spent an estimated \$10,000 on fixed asset items that included equipment and leasehold improvements.

Future Facility Plans and Other Capital Needs

For the 2011-2012 school year, Khepera leased a building at 144 West Carpenter Lane in Philadelphia, Pennsylvania under an operating lease agreement with the Sisters of St. Joseph. The agreement included an adjacent building at 100 Carpenter Lane. Khepera also entered into an agreement with the Presbyterian Church at 13E Mt Pleasant Avenue to utilize two classrooms, a gymnasium, and 2 offices.

For the 2012 - 2013 school year, Khepera has plans to amend the agreement with the Sisters of St. Joseph for the use of the Carpenter Lane campus. The new agreement will include (1) building at 144 West Carpenter Lane. Additionally, the school has entered in to a new 5-year agreement with the Archdiocese of Philadelphia for the use of a building located at 6610 Anderson Street, Philadelphia, PA.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

Fire & Safety

Khepera complies with 24 P.S. §15-1517 with regard to holding fire drill not less than once a month. A copy of PDE-4101 form (Certification of Fulfillment of Fire Drill and School Bus Emergency Evacuation Drill Requirements) is attached.

A safety team was convened to develop a safety plan for Khepera Charter School. Included in the plan are safety procedures for decision making, communications, evacuation, building safety and security, emergency and medical response and support counseling resources identified for students and staff. Safety Team meetings are scheduled monthly, lead by the Dean of Students, Mukasa Afrika. Safety training schedule includes practices for evacuations, fire safety, bus safety, bully prevention. School and Community resources have been identified which include non-profit organizations, social service agencies, as well as city and state departments. Safety challenges for this year have been identified with Khepera committing to working more diligently to increase bus safety for its students.

During the 2011-2012 school year, we employed school bus monitors and additional staff for to properly monitor students during morning admissions, dismissal and lunch/recess.

Health & Wellness

A nurse is available to provide health services to students at Khepera 5 days a week, Monday-Friday from 9:00 a.m. to 3:00 p.m. Khepera contracts with MACCS Health Services and Ann Winder (Khepera employee) for these nursing services. MACCS Health Services:

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

Upon admission to the school, each student is required to submit a physical examination, proof of appropriate immunizations, and dental, audio, and visual screenings. Each student is given an individual file which contains physical, copy of immunization records, screening results, pupil medical history, emergency control form, any professional observations, progress notes, problem list with follow up copy of any nursing care visits, medical administrative release forms, and doctors' prescriptions. Certificates of immunization are kept under separate cover. All student health information is kept in a secured health room at Khepera in a locked file cabinet, available to the nursing staff.

Finally, Khepera is committed to providing a school environment that promotes and protects children's health, well-being, and ability to learn by supporting healthy eating and physical activity. As such, Khepera has developed and implemented a school Wellness Policy.

Additionally, a copy of the School Immunization Report that Khepera submitted to the PA Department of Health for 2011-2012 is attached.

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

- KCS WELLNESS POLICY
- Immunization Report
- KCS HLTH.REIMB. REQUEST 08-09
- KCS HLTH.REIMB. RECEIPT 08-09
- KCS PDE-4101 09-10
- KCS IMMUNIZATION REPORT 09-10
- Khepera Health Reimbursement 2009-2010
- Fire Drill

Current School Insurance Coverage Policies and Programs

Khepera procured liability insurance coverage through the insurance brokerage firm Addis Group as follows:

Commercial General Liability coverage with limits:

- General aggregate - \$2,000,000
- Per occurrence - \$1,000,000
- Personal and advertising injury - \$1,000,000
- Fire damage and legal liability - \$500,000
- Damage to Rented Premises (each occurrence) - \$1,000,000
- Medical expense - \$10,000
- Products -completed operations aggregate - \$2,000,000

Workers' Compensation and Employers' Liability:

- Bodily injury by accident - \$500,000
- Bodily injury by disease - \$500,000

Automobile Liability:

- Combined single limit - \$1,000,000

Professional Liability: E&O including Directors & Officers Liability and Employment Practices Liability:

- \$1,000,000 Occurrence and Aggregate

Excess Umbrella Liability:

- Per occurrence - \$5,000,000

The liability insurance includes limited liability insurance for negligence related to sexual abuse or molestation.

Additionally, Khepera provides its full-time employees and their families with personal health insurance in compliance with 24 P.S. § 17-1724A (d) (i.e. every employee of the school is provided with the same level

of health care benefits as the employee would receive if he or she were an employee of the School District of Philadelphia).

Current School Insurance Coverage Policies and Programs - Attachments

- Khepera ACORD 2010-2011
- 11-12 Insurance Acord

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

During the 2011-2012 school year, Khepera had 18 regular education teachers, three special education teachers and four specialist teachers. This year, 70% of our teachers are certified. The non-certified teachers taught the following subjects:

1. Spanish Education
2. Second Grade
3. Third Grade (long-term substitute)
4. Seventh Grade Literacy/SS (Long-term substitute)
5. Eighth Grade Literacy/SS
6. Eighth Grade Math

Quality of Teaching and Other Staff - Attachment

- PDE-414

Student Enrollment

In the admission of students, the Khepera Charter School complies with Section 17-1723-A of the Charter School Law. Specifically, the charter school is open to all resided 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 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.

For the 2011-2012 school year, there were more applicants than available seats in the school, so an admissions lottery was held. All students who had applied by the stated deadline were eligible for the lottery, and the position of students on the waiting list was also determined by a random lottery. As seats opened in the school during 2011-2012, enrollment was extended to the highest ranked student on the waiting list in the grade with the corresponding opening.

the Kemetic Principles of Djehuty and Ma'at. These value systems are inculcated through a system of rites, rituals and responsibility; and are infused throughout the curriculum. The principles of Djehuty govern habits of the mind and entail a devotion to scholarship and the pursuit, production, and application of knowledge in the letters, the sciences, and technologies. In this system of thought, learning is for the purpose of recreating a world governed by the Principles of Ma'at where no child, youth, and adult is left behind. These virtues include order, balance, harmony, righteousness, truth, reciprocity and justice. These pivotal values are further reflected in a defined code of conduct known as the Nguzo Nane, which govern community interaction and provide the foundation for building a healthy harmonious collective. The Nguzo Nane identifies eight essential principles. They are: 1) Heshima (Respect), Umoja (Unity), Kujichagulia (Self-Determination), Ujima (Collective Responsibility), Ujamaa (Cooperative Economics), Nia (Purpose), Kuumba (Creativity) and Imani (Faith).

The expectations for all students of Khepera Charter School are that each adhere to the school's Code of Conduct. The school implements a "zero tolerance" policy for all acts of violence and other actions, both verbal and physical, against other students, staff, property, or against the student themselves.

In the event of rules violations, the school documents the nature of the incident, the participant(s) as well as any action taken. Parents are notified via phone, one on one conferences and written notices as to the infraction and the course of action. Students are allowed to address the administration as well as their families with regards to the incident as well as the actions taken by the school. At the beginning of each school year, each staff member, student and student's families are provided with a copy of the Student Code of Conduct. The contents therein are discussed during the "Back to School Night" Family Open House held during the first month of each school year.

This year, Khepera used Saturday detentions instead of out of school suspensions for less serious incidents in order to decrease the loss of instructional time that is so essential to the students' academic success. The mornings focused on academic instruction and in the afternoons, students completed some form of community service. Community services included planting a garden, cleaning the neighborhood and cleaning tennis courts at a local recreation center. This reinforced Khepera's value of responsibility for community not just self.

The school administration and Board are aware of its obligation for due process as required in Chapter 12 of the Public School Code (see attached for Khepera's due process procedures).

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

In 2009-2010, 24 students (6.3% of our student body) were involved in 24 suspension incidents, and no students were expelled. This is consistent with the 23 suspensions during the 2008-2009 school year and represents a slight decrease in percentage of the student body (7% in 2008-2009). By reiterating the principles of MA'AT, consistently applying the standards of the Code of Conduct and its behavioral consequences, and making greater use of the school's CSAP process and other early intervening services, Khepera hopes to improve this aspect of the school.

Evidence that Khepera's 2009-2010 Safe Schools Report was submitted via PIMS is attached to this report.

Student Conduct - Attachments

- KCS CODE OF CONDUCT
- School Safety Report

- KCS SAFE SCHOOLS REPORT 09-10

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2012

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

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

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

Board President

Date

Chief Executive Officer
2011 - 2012 Annual Report for Pennsylvania Charter Schools

Date

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

Assurance for Compliance with the Public Official & Employee Ethics Act

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

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

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

Identify the charter school's Chief Executive Officer.

Name: Mr. Charles Highsmith **Title:** Chief Executive Officer

Phone: 215-843-1700 **Fax:** 215-843-3530

E-mail: chighsmithlam@aol.com

Signature of the Chief Executive Officer and Date

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

Name: Mr. Richard Isaac **Title:** Board President

Phone: 215-843-1700 **Fax:** 215-843-3530

E-mail: rickisaac1@msn.com

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name: Verna Holmes **Title:** School Principal

Phone: 215-843-1700 **Fax:** 215-843-3530

E-mail: v.holmes@kheperacharterschools.org

Signature of the Special Education Contact Person and Date

Signature Page - Attachment

- Signature Page