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# Pennsylvania Department of Education

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

**Charter Annual Report**  
Tuesday, May 07, 2013  
(Last Accepted: Wednesday, July 25, 2012)

**Entity:** Truebright Science Academy CS  
**Address:** 926 W. Sedgley Ave.  
Philadelphia, PA 19132

# CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

## Summary Data Part I

### Charter School Annual Report Summary Data 2012 - 2013

**Name of School:** Truebright Science Academy CS

**Date of Local Chartering School Board/PDE Approval:** 1/18/2006

**Length of Charter:** 5 years    **Opening Date:** 09/10/2007

**Grade Level:** 7,8,9,10,11,12    **Hours of Operation:** 7:45 am-3:45 pm

**Percentage of Certified Staff:** 77.5    **Total Instructional Staff:** 22

**Student/Teacher Ratio:** 1/14    **Student Waiting List:** 249

**Attendance Rate/Percentage:** 91

**Second Site Address, Phone Number and Site Director:**  
926. W. Sedgley Ave. Philadelphia PA 19132

## Summary Data Part II

Enrollment: 304 Per Pupil Subsidy: \$8773.03

### Student Profile

American Indian/Alaskan Native:	0
Asian/Pacific Islander:	0
Black (Non-Hispanic):	85%
Hispanic:	11%
White (Non-Hispanic):	3%
Multicultural:	1%

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 67.4

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 35

### Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	N/A	N/A	N/A	N/A	180	180	360
Instructional Hours	N/A	N/A	N/A	N/A	1014	1014	2026

## SECTION I. EXECUTIVE SUMMARY

### Educational Community

Truebright Science Academy Charter School (TSACS) is located in the Northwest Region of Philadelphia. Students were accepted for grades seven, eight, nine, ten, eleven and twelve in 2011-12 with total of 350 students. In the short history of the school, Truebright has been able to establish excellent academic programs and stable financial operations resulting in improved student outcomes.

Since inception, students at Truebright continuously outperform their peers from surrounding sending schools. In three of the four years of accountability, the school has achieved AYP. With the opportunity to learn in smaller classes that are infused with 21<sup>st</sup> century technology, students are engaged in a learning experience that challenges them to be their best, not just academically, but also personally. Students encounter standards-based curriculum that engenders excellence in classroom experience and in the numerous connected co-curricular academic activities sponsored by the school. With its unique 7-12 grade configuration, Truebright provides students who arrive with learning deficits the supports necessary for dramatic growth and the scaffolding necessary for continuity in learning achievement.

Not only is Truebright providing students with an outstanding education, the school is providing a safe setting for learning. Truebright students are expected to maintain the decorum necessary for academic success, and, as a result, the school has dramatically fewer incidents than the surrounding sending schools. When safety challenges outside of the doors of the school were identified, the Leadership responded quickly to address those issues as safety is a primary concern.

Responsiveness to the community has been a hallmark of Truebright since its doors opened four years ago. The Board of Trustees and school leaders provide multiple pathways for communication for parents and the community. The leadership team also has worked diligently to be a good neighbor by supporting student and staff in community volunteer efforts and other service projects. One of the strongest demonstrations of responsiveness to the community is the solid operational foundation upon which the school sits. Excellent financial footing has allowed the school to invest in advanced technology, thoughtful curriculum, and dedicated staff.

Family involvement is a key to the quick success of Truebright. Parents/guardians are involved in a number of ways at the school and the school reaches out through home visits to those parents/guardians who cannot come to the school. More than 160 home visits have been completed since opening day. Involvement of parents has led to a PTA that is more than just a fundraising arm for the school. The PTA has been responsible for identifying and supporting improved security around the school perimeter and has helped serve as a bridge of communications between the school leadership and parents.

## **Mission**

In partnership with the community, we are committed to provide educational experiences that nurture growth, cultivate interests, and develop talents to enable all students to become successful, responsible, life-long learners in a changing world.

## **Vision**

As a Science school preparing future generations for college and beyond, systematic school-wide strategic planning of information resources and technologies that include all students, administrators, and staff. Chief Executive Officer (CEO) provides teachers with adequate training and support to effectively use the technology in their classrooms. They need to understand how the current structure of a teacher's and learner's day impact on their effective use of the technology. Given the rapid pace of technological change and the growth of information technologies in all aspects of our lives, it is critical that students become proficient with the tools of information technology.

## **Shared Values**

- Classroom instruction and information management can be strengthened through the effective use of technology.

- Skillful use of technology supports the development of process skills such as flexibility, adaptability, critical thinking, problem solving and collaboration, which are essential to success in our rapidly changing information age.
- Technology allows us to better serve the diverse learning styles of our students and educate them for a wider range of intelligence.
- The use of technology where appropriate will help us meet or exceed all Pennsylvania

State learning standards.

- Technology should be a tool used to increase student achievement.
- The appropriate integration of technology may necessitate a change in curriculum and instructional delivery.
- Students need to be able to use a wide variety of technological tools to enhance their future success as students and workers.

## **Academic Standards**

The school curriculum is designed to meet two specific criteria:

- 1) Alignment with Pennsylvania state standards and the incoming Common Core standards;
- 2) Mission driven focus on math, science and technology.

Staff has continued to refine alignment to standards, and is receiving training on the construction of Understanding by Design curriculum units to effectively deliver course content. Curriculum maps have been constructed that ensure all standards in core content areas (English/Language Arts, Social Studies, Mathematics, and Science) are achieved. Formative testing has served as a tool in adjusting curriculum as content is delivered to further refine alignment.

To address students of different needs, advanced coursework is offered at both the middle and high school level. Advanced courses include honors English, Social Studies, Math, and Science at the middle school and honors and AP Science and Math at the high school level. Faculty has created curriculum pathways both horizontally across individual grade levels and vertically to higher and lower grade levels. This allows the connectivity often lost between middle and high school content and provides important access to remediation or advancement for all students. Many students arrive at TSACS with poor preparation for the rigors of middle and high school, and so the faculty has deftly developed coursework differentiation to accelerate advancement. However, some students arrive at the school with talent that has gone latent for years.

TSACS setting allows those students to excel and progress at a pace unavailable to them in more traditional grade configurations offered in the district. Mission

accomplishment in curriculum is driven by a focus on financial investment in math and science, as well as supporting unique opportunities for students to propel their interest in math and science. Of greatest benefit to students are the numerous math and science competitions in which the school participates. This hands-on experience connects the curriculum to the interests and capacities of each student participant. TSACS has demonstrated that its curriculum promotes educational reform of the charter school law as outlined in Section 1702-A of Act 22 by:

- Demonstrating improved student learning as evidenced by high performance than surrounding district schools;
- Providing a safe and free educational choice to families from the surrounding neighborhood and the district;
- Using different and innovative learning methods (such as Smart Boards, graphing calculators, student response clickers) to support student learning;
- Delivering effectively on financial, ethical, and learning accountability measures;
- Providing site-based governance focused on improving outcomes for TSACS students; and
- Establishing opportunities for faculty to serve in an innovative, public school setting.

TSACS follows current trends in State Standards and utilizes publicly available documents such as PA Standards Aligned System, Common Core Standards Initiative, and Philadelphia School District's Year at a Glance Guidelines for English, Math, Science and Social Studies Departments. Those plans are aligned with State Standards and matches Assessment Anchors for each grade level.

## **Strengths and Challenges**

Strengths:

- College focus: Students enrolling Truebright have a passion to go to college; college acceptance rate of Classes of 2011 and 2012 is nearly 100%.
- Technology investment: All teachers have classroom desktops, and projectors along with high speed internet access. Truebright has two computer labs one is PC and the other one is Mac. In addition, there is one set of Student Response Systems (clickers) , two sets of graphing calculators, three sets of scientific calculators available for students use.
- Science focus: Two science labs, participation to local and state level science competitions.
- Math focus: Regular participation of math competitions each year.
- International Trip: Students travel to Europe along with their teachers.
- Home visits: Truebright has been arranging home visits to increase parental involvement.
- Safe environment: Brand new school building with 24/7 surveillance cameras in every classroom.

- Financial Solvency: TSACS has been financially viable since its inception and continues to be on strong financial footing due to impressive management of the administration and Board.

#### Challenges:

- Students' educational background: When students enter Truebright, they are two - three grade levels below their grade level in average. In order to close this achievement gap, Truebright offers free after school and Saturday tutoring.

#### Needs Improvement:

- PSSA Scores: After not making AYP in 2010-2011 school year, Truebright has developed a school improvement plan where students are taking benchmarks on a regular basis; attending Saturday school depending on those benchmark scores. There has been a significant improvement in all grade levels after this program has been implemented.
- Instructional Hours: Truebright has also extended math and science instructional hours so that the teachers could cover most of the curriculum before the testing.
- Parental Involvement: In order to increase parent participation for Parent-Teacher Conferences, Truebright students earned dress-down and some other incentives which have encouraged parents to come to school.
- Food Services: Surveys show that students are not satisfied with the quality of the food service provided at school. The school will contact with other charter schools and local catering companies to find the options available for the students and identify potential synergies to address this issue.

#### Other:

Truebright uses parent surveys as well as the results from standardized tests to determine program strengths and weaknesses. Because one of the important goals of our school is to meet the needs of all children, we recognize strengths and weaknesses of our program dealing with social, emotional, and physical aspects of each child, as well as the academics. Our greatest strength lies in providing a comfortable, safe learning environment for students with varying abilities and interests and meeting their academic needs in an appropriate, meaningful way. The dedication and hard work of the Board of Trustees is a vital part of the success of Truebright.

Diversifying the student body has been a challenge for Truebright. Since, Truebright has moved to a brand new facility in a new location in the beginning of 2009-2010 school year, student body now in progress of being diversified.

## **SECTION II. STRATEGIC IMPROVEMENT PLANNING**

### **Strategic Planning Process**

Creating measurable goals is the part of this strategic plan to improve both student and school performance. Therefore, TSACS' critical aspect of school improvement planning is the setting of targets and assessing how well those targets are met. These goals and targets are already set for five years in our charter school proposal. Assessing school improvement targets help to determine the school's success in achieving measurable annual goals. The TSACS' improvement planning process is described with how certain goals were only partially successful or unmet and how those goals will be included in the improvement plan for the next school year. This is an ongoing cycle which repeats every school year.

1. Establish Goals: Goals are defined through academic results. Those results can be College Acceptance Rate, Graduation Rate and PSSA scores. For each item, Continuous Improvement Planning Team defines goals for the following school year and prepares a School Improvement Plan before the end of the current school year.

2. Board Approves Goals: After a careful examination, the Board of Trustees approves the following year's academic goals. This approval includes any types of additional programs to enrich academic success and provide support.

3. Goals are discussed with Teachers: After the approval of the goals, the leadership team shares the upcoming year's goals along with the previous year's results. Teachers are free to add any kind of input to establish better goals.

4. Monthly Department Meetings are Held: Each department holds regular meetings in order to discuss department level and school wide goals. These goals are shared with every teacher and the teachers create an annual plan in order to achieve those goals.

5. Relevant Data is Reviewed: Throughout the school year, all types of current data is reviewed in order to see if the goals are being achieved. Adjustments and improvements are made based on this data which can be obtained through Benchmarks, Practice SAT tests and individual report cards.

## Strategic Planning Committee

<b>Name</b>	<b>Affiliation</b>	<b>Membership Category</b>	<b>Appointed By</b>
Baker, Daphne	Truebright Science Academy Charter School	Secondary School Teacher	Bekir Duz, CEO
Cidav, Tansu	Truebright Science Academy Charter School	Administrator	Bekir Duz, CEO
Ciftci, Bilal	Truebright Science Academy Charter School	Board Member	Board of Trustees
Duz, Bekir	Truebright Science Academy Charter School	Administrator	Board of Trustees
Eckley, Robert	Truebright Science Academy Charter School	Other	Bekir Duz, CEO
Ersoz, Yasir	Truebright Science Academy	Ed Specialist - School	Bekir Duz, CEO

	Charter School	Counselor	
Hoover, Brent	Truebright Science Academy Charter School	Secondary School Teacher	Bekir Duz, CEO
Jalon, Regenna	Truebright Science Academy Charter School	Secondary School Teacher	Bekir Duz, CEO
Magill, Rick	Truebright Science Academy Charter School	Secondary School Teacher	Bekir Duz, CEO
Sroka, Mark	Truebright Science Academy Charter School	Administrator	Bekir Duz, CEO
Traber, Charles	Truebright Science Academy Charter School	Secondary School Teacher	Bekir Duz, CEO
Ustaoglu, Idris	Truebright Science Academy Charter School	Administrator	Bekir Duz, CEO

## Goals, Strategies and Activities

### **Goal:** Truebright will support professional development opportunities.

**Description:** a. Establish a school wide focus on math for the 2011-12 school year, by gearing professional development towards providing all subject area teacher with concrete strategies to support students' growth in math. This will be measured through interim assessments (four sight testing) and benchmark assessments (teacher created assessments created from the standards). b. Include math based activities in all unit and lesson plans of subject area teachers, to be reviewed by the department heads. c. Schedule time to allow for visitations across grade level and departments in the math classrooms to model math strategies for colleagues and to provide informal follow up conversations for support. d. Where needed create grade level PLC's to monitor math levels and analyze interim data to determine if students are at proficiency or above, and create action plans of skills students need to raise those scores.

### **Strategy:** Professional Development

**Description:** Based on the work of the Professional Development Committee, Truebright Science Academy Charter School has broken student achievement into three categories. They are: Academic, Social and Character. Based on those three categories, we have designed our professional development program to provide adequate training and experiences for our staff to address each of these areas.

### **Activity:** Outside Conferences and Classes

**Description:** Teachers are encouraged to attend outside workshops and conferences.

Person Responsible	Timeline for Implementation	Resources
Eckley, Robert	Start: 9/6/2011	\$10,598.00

Finish: 8/15/2013

**Professional Development Activity Information**

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
1.00	10	10
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved

<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
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Teachers will attend outside conferences and seminars based upon their own perceived needs as well as those of the TSACS administration. These sessions will address areas specifically targeted by the administration.	Research indicates that students significantly benefit from professional development provided to the teachers and staff.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> <li>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.</li> <li>Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.</li> <li>Instructs the leader in</li> </ul>
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managing resources for effective results.

### **Educator Groups Which Will Participate in this Activity**

<b>Role</b>	<b>Grade Level</b>
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> <li>• School counselors</li> </ul>	<ul style="list-style-type: none"> <li>• Middle (grades 6-8)</li> <li>• High school (grades 9-12)</li> </ul>

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

**Status:** In Progress — Upcoming

### **Activity: Outside Consultants**

**Description:** Outside consultants for content-specific seminars to better prepare teachers to apply skills to their own subject areas.

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Eckley, Robert	Start: 9/6/2011 Finish: 8/15/2013	\$3,000.00

### **Professional Development Activity Information**

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
1.00	5	25
<b>Organization or Institution</b>	<b>Type of Provider</b>	<b>Provider's Department of Education</b>

Name		Approval Status
Truebright Science Academy Charter School	<ul style="list-style-type: none"> <li data-bbox="649 231 901 300">• School Entity</li> </ul>	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Outside consultants will be schedule to present content specific professional development sessions.	Research suggests that ongoing content specific professional development for teachers and staff bolsters student achievement.	<i>For classroom teachers, school counselors and education specialists:</i>
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- 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.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

*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
<ul style="list-style-type: none"> <li>Classroom teachers</li> <li>Principals / asst. principals</li> <li>School counselors</li> </ul>	<ul style="list-style-type: none"> <li>Middle (grades 6-8)</li> <li>High school (grades 9-12)</li> </ul>

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

**Status:** In Progress — Upcoming

**Activity: Professional Learning Communities (PLC)**

**Description:** PLCs meet once a week in order to discuss common problems of practice and create solutions. These are divided between grade level and department. These are divided between grade level and department.

Person Responsible	Timeline for Implementation	Resources
Eckley, Robert	Start: 9/8/2011 Finish: 8/15/2013	-

**Professional Development Activity Information**

Number of Hours Per	Total Number of	Estimated Number of Participants Per Year
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Session	Sessions Per School Year	
1.00	25	21
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Truebright Science Academy CS	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Not approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish

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

#### **Educator Groups Which Will Participate in this Activity**

Role	Grade Level
<ul style="list-style-type: none"> <li>Classroom teachers</li> <li>Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>Middle (grades 6-8)</li> <li>High school (grades 9-12)</li> </ul>

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> <li>Peer-to-peer lesson discussions</li> </ul>	<ul style="list-style-type: none"> <li>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>Student PSSA data</li> <li>Standardized student assessment data other than the PSSA</li> <li>Classroom student assessment data</li> <li>Participant survey</li> <li>Review of participant lesson plans</li> <li>Review of written reports summarizing instructional activity</li> </ul>

**Status:** Complete

## Activity: School-wide Professional Development

**Description:** School-wide Professional Development is held once a month and is determined by observed staff needs.

Person Responsible	Timeline for Implementation	Resources
Eckley, Robert	Start: 9/6/2011 Finish: 8/15/2013	\$2,640.00

### Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	10	25
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Truebright Science Academy Charter School	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
The professional development team will make periodic assessments of the needs of the staff and develop professional development activities. Included will be utilization of technology in the classroom, differentiated instruction, teaching across the curriculum, character/climate building, and other needs as seen necessary by the Professional Development committee.	As evidenced by numerous studies, the above mentioned activities result in higher student achievement, significant reductions in student behavioral issues and an increase in teacher efficacy.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> <li>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.</li> <li>Empowers educators to work effectively with <u>parents and community</u></li> </ul>

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.
- 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**

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#### **Role**

- Classroom teachers
- Principals / asst. principals
- School counselors
- Other educational specialists

#### **Grade Level**

- Middle (grades 6-8)
- High school (grades 9-12)

### **Follow-up Activities**

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- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Peer-to-peer lesson discussions
- Lesson modeling with

### **Evaluation Methods**

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- 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
- Participant survey
- Review of participant lesson plans

mentoring

- Review of written reports summarizing instructional activity

**Status:** In Progress — Upcoming

### **Activity: Teacher Led Workshops**

**Description:** Teachers who have achieved mastery in various areas can turnkey these skills to the rest of the staff.

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Eckley, Robert	Start: 9/6/2011 Finish: 8/15/2013	-

#### **Professional Development Activity Information**

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
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1.00	5	25
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<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
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Truebright Science Academy Charter School	<ul style="list-style-type: none"><li>• School Entity</li></ul>	Approved
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<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
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Teacher will provided professional development session based on their individual areas of expertise and the needs of the staff.

Teacher lead professional development greatly benefits the needs of the staff and students.

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

community partners.

*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**

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<b>Role</b>	<b>Grade Level</b>
<ul style="list-style-type: none"><li>• Classroom teachers</li><li>• Principals / asst. principals</li><li>• School counselors</li><li>• Other educational specialists</li></ul>	<ul style="list-style-type: none"><li>• Middle (grades 6-8)</li><li>• High school (grades 9-12)</li></ul>

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

- discussions
- Lesson modeling with mentoring

**Status:** In Progress — Upcoming

## **Statement of Quality Assurance**

Charter school has met AYP.

There are currently no supporting documents selected for this section.

## **SECTION III. QUALITY OF SCHOOL DESIGN**

### **Rigorous Instructional Program**

Truebright Science Academy Charter School follows the Pennsylvania State Standards to develop and apply curriculum to provide the academic excellence for all students. Each program is designed to elevate the levels of achievement of individual students. Teachers are familiar with the state standards and ensure that every child is instructed according to those standards.

In addition, Truebright Science Academy Charter School is utilizing Common Core Standards and the School District of Philadelphia Year at a Glance documents for annual plan. Classroom teachers adjust them into their own annual plans.

Attached you may find a sample: 8th Grade Mathematics Yearly Plan.

The curriculum is designed in a way that students continue in a sequential process for each subject: Math, Language Arts, Science and Social Studies. Students starting in 7th grade will eventually advance through more complex materials and higher level of instruction.

The school promotes in-depth learning by providing rich instructional materials and support students with additional help. Each subject has its own annual plan aligned with the PA Standards. Every department meets regularly in order to discuss the needs of the students and decide on adjustments if necessary. Teachers take advantage of using technology tools including SmartBoard, Projectors, graphing calculators, web-based programs, Discovery Education for streaming videos and use the computer lab for project based or individualized learning.

**After- School Tutoring:** After the identification of the students by the classroom teacher, students stay after school for one-one tutoring and get extra help. Resource Center offers every day after school help for students who are in need and has IEP.

**Increased Instructional hours:** Middle School Math and English instructional hours have been increased so that the students will be able to cover the entire curriculum before the standardized tests.

**Saturday Academy:** Students below proficiency level are encouraged to participate Saturday Academy which is a four-hour instructional, one-on-one, small group instruction for both mainstream and IEP students.

Web based software: In Middle School, Every student has a user name and password for web based learning resources such as Study Island and Khan Academy. Some of these programs are used in the enrichment classes where the teacher to student ratio was 1:5. After implementing this program, 7th grade benchmark scores have increased from 8 percent to 24 percent proficiency level.

Individualized Instruction: In high school, teachers have developed a way to measure each student's knowledge level in math and designed personalized materials which allowed students to work at their own grade level and rapidly improve. Singapore Math curriculum was used last year for students who were in need of help with basic Math skills.

Supplemental Resources: Students are provided access to online textbooks, Saturday Academy students received their own PSSA preparation book and they were able to complete the book throughout the year under the guidance of their teachers.

The Educational Program of TSACS will focus on the students. Teachers will lead in every sector. Parents and students will be expected to volunteer their time, and will participate from the beginning in programs and policy development, including a dress code, code of conduct, cultivation of a healthy and respectful atmosphere in the school.

TSACS Teachers will use the following educational program to ensure that students continually progress toward the school's learning goals. The teaching strategies described will support achievement toward all three of the learning goals, as students will be developing mastery in all of the areas simultaneously.

**Student-Focused Instruction or Individualized Instruction:** Students at TSACS will be the center of the classroom. Teachers will focus on students in two ways: they will recognize the individuality of each student and they will allow students to share in directing their learning. Teachers will identify student backgrounds, interests, cognitive abilities, and levels of mastery. They will respond to students by incorporating interests and backgrounds into the classroom and by differentiating instruction to accommodate individual preferences and strengths (Bransford, Brown, Cocking, 1999 and Silver, Strong, Perini, 2000). Teachers may vary content, activities, or outcomes for students depending on the composition of the class (Tomlinson, 1999). Academy teachers will encourage and provide ample time for students to make choices, to lead classes, and to express themselves.

**Guided Instruction:** TSACS teachers will ensure that students master fundamental skills and information by explicitly guiding students during a portion of their instructional time. Teachers will assist individuals or groups by organizing and presenting information clearly, connecting topics to prior learning, introducing multiple approaches or perspectives on the same topic, and modeling supportive structures for skill-development and problem solving such as mnemonic devices, diagrams, and routines (Monroe, 1997). Teachers may demonstrate procedures for mathematics problems on the board for the whole class, work with a small group on strategies for remembering and understanding fraction rules, or prompt a specific student to develop a mnemonic device to assist memorization. For example, teachers will guide students in their service projects through the process of identifying, investigating, and addressing issues in the community.

**Instruction for Understanding:** Instruction in the classroom will be focused on learning for understanding. In order to grasp concepts, students must go beyond mastery of simple skills and information. They need time to explore learning. Teachers will construct rich, open-ended activities to allow students to explore content matter and develop problem-solving strategies. They will provide students with blocks of time for intensive engagement. During this time, teachers will check for understanding, assess student progress, and prompt students when appropriate. TSACS teachers will seek to provide continuous and appropriate challenges for all

students. Class work will be structured to provide opportunities for students to initiate investigations, facilitate discussions, make decisions about learning, and to reflect on their work.

**Contextualized Instruction:** Teachers will provide context for learning inside and outside of the classroom to aid students in transferring their understanding. Opportunities for applying learning will range from using manipulatives to facilitate understanding of number relationships, to role-playing, to performing laboratory experiments, to using interdisciplinary themes across classes. Service projects are an ideal medium for students to apply their skills and knowledge from academic classes. Their community provides a relevant context and the specific projects provide clear benefits to others.

In sum, the Educational Program of TSACS will enable students to develop and sharpen the skills necessary to formulate a question or define an issue. They will learn to find relevant information using appropriate tools and to evaluate it through critical thinking and quantitative analysis, based on which they will solve problems and make decisions. They will be able to organize and present their work both orally and in written or graphic form.

The Educational Program of TSACS will engage and motivate students to invest their talents, energy, and enthusiasm in completing their schoolwork in an exemplary manner. TSACS will provide tutoring for this purpose. If the daily tutoring period proves insufficient, the teacher, in consultation with parents, may consider adjusting the student's academic weekly schedule so that some additional time is made available for one-to-one faculty or volunteer tutoring. TSACS will create a volunteer based tutoring system in collaboration with area universities.

## **Rigorous Instructional Program - Attachments**

- Truebright Teacher Induction Approval Letter
- Truebright Professional Development Approval Letter
- 8th Grade Mathematics Yearly Plan
- TSACS Induction Plan

## **English Language Learners**

Students at TSACS with limited proficiency in English will achieve proficiency in the English language through the use of the school's services and teaching methods. TSACS will ensure that ELL (English Language Learner) or LEP (Limited English Proficient) students not be excluded from curricular and extracurricular activities based on an inability to speak and understand the language of instruction, and also that ELL students will not be assigned to special education because of their lack of English proficiency. TSACS will directly provide or make referrals to the appropriate support services that may be needed by ELL students, in order to achieve and maintain a satisfactory level of academic performance. Such services may include individual counseling, group counseling, home visits, and parental counseling.

Parents whose English proficiency is limited will receive notices and information from the school in their native language, so that we will be able to encourage the participation of all parents in the TSACS community, regardless of their home language. Parents of ELL students will also be kept abreast of their child's progress in English language acquisition.

TSACS will hire a teacher with ESOL certification, who will be the school's ESL (English as a Second Language) coordinator as well as overseer of the education of ELL students. The ESL coordinator's duties include: assessing the need for ESL classes; training teachers to meet the needs of ELL students; training and assigning tutors to help ELL students reinforce their English language skills; and collaborating with the Special Education Coordinator to meet the needs of ELL special education students, who will receive ESL services in accordance with their IEPs.

TSACS will identify ELL students through the Home Language Questionnaire (HLQ), which is designed to help identify students who may have limited English proficiency. Completion of this form is required for enrollment in TSACS. The data collected are protected in accordance with the Privacy Act.

If it is determined, based on answers to the HLQ, that the student is of foreign birth or ancestry and comes from a home where a language other than English is spoken, an informal interview by school staff will be conducted. If the interviewer determines that the student speaks no English, that student will be classified as an ELL student. If the interviewer determines that the student speaks some English, the English Language Assessment Battery (LAB) test or another appropriate instrument will be administered.

If the student scores below the established cutoff point (40th percentile or statewide reference point) on the written test, that student will be classified as an ELL student. If the student scores above the established cutoff point on the written test, that student will be determined not to be an ELL student. TSACS will use Stanford English Language Proficiency Assessment Test (SELP) to monitor ELL students' progress and to determine when students can exit the ESL program.

TSACS will follow the freestanding ESL program. The goal of this program is acquisition of English language skills, so that the ELL student can succeed in an English mainstream classroom. All content area teachers will have specialized training in meeting the needs of ELL students. ESL teacher will have ESOL certification. The teaching of Language Arts to Limited English Proficient/English Language Learners: Learning Standards for ESL and A resource guide for all teachers will be extensively used in the school's ESL program as well.

ELL students will receive the same academic content as those students who are not ELL students. All instruction will be in English; however, the level of English used for instruction--both verbal and written- will be modified for any ELL student, if necessary. Teachers will use physical activities, visual aids, and the environment to teach vocabulary for concept development in mathematics, science, social studies and other subjects. Grade-level appropriate reading materials will also be provided to ELL students.

All TSACS teachers will receive ongoing professional development training in working with ELL students. Professors from local universities and individual professionals will be invited for onsite workshops during the school professional development days, and ESL teachers will attend the workshops.

TSACS' tutoring center is going to play an important role in the success of ELL students in their content area classrooms. ELL students will be strongly encouraged to attend tutoring sessions after school hours.

ELL students who score at or above the 30th percentile on an English reading test will take the grade 8 ELA and mathematics tests. ELL students speaking the languages, for which translated versions are available, may take the mathematics test in their native language or in English, at the discretion of their teachers. Students who score at or above the 30th percentile on an English reading test for which there is no translated version of the content area examination must take the test in English.

All students, including ELL students, regardless of when they enter TSACS, must pass the standardized language tests in English in order to receive a diploma. Students whose native language is other than English may use foreign language dictionaries and glossaries for content area tests if these aids provide only word-for-word translations. These dictionaries may not be used if they define terms or give any other test advantages. ELL students may be allowed extended test time, a separate testing room, and/or small group administration for State examinations in order to provide the optimum testing environment.

The proficiency in the English language of an ELL student will be measured at least annually using IDEA Proficiency Test (IPT), SELP or Maculaitis Assessment Program to determine whether continued ESL services are warranted. The school will also evaluate each student's performance in academic content areas to measure the student's progress in core subjects. If an ELL student fails to show appropriate progress in these academic areas, as measured by the appropriate tests, and by teacher assessment of classroom work, modifications to the instructional program may be made for individual students. In addition, TSACS will look at disaggregated data for ELL students as a group, to evaluate the progress these students are making in the acquisition of the English language and in core subjects. This data will provide information as to whether broader program modifications are necessary and whether additional professional development ought to be provided to our teaching staff. Upon reaching proficiency in the English language, as measured by SELP, ELL students will exit from the ESL program.

Truebright had no students requiring ELL supports during 2011-2012 school year.

## **English Language Learners - Attachments**

- ELL Accuracy Certification Statement 2011-2012
- Home Language Survey

## **Graduation Requirements**

The curriculum and graduation requirements at TSACS back-maps from PA graduation standards, thus embedding PA standards as described under Chapter 4 of 22 PA code. In addition to the high school graduation requirements set forth in Chapter 4 under Section

4.24 of 22 Pa. Code, TSACS graduates must possess computer and writing skills. A grade scale where A=90-100%, B=81-89 %,C=72-80%, D=65-71 %, and F=0-64% ensures that all students fulfill higher percentages of required material than their public and private school counterparts.

**FOR MIDDLE SCHOOL, GRADES 7-8:**

Grade promotion from one grade to another in middle school shall be based on the following criteria:

- 1) A student must maintain a yearly average of 65 in at least three of the core subject areas: English, Mathematics, Social Studies and Science.
- 2) A student must score proficient or advanced proficient in PSSA Math and PSSA Reading tests. (If the PSSA results available prior to the last day of the school)

If a student does not meet the above criteria during a year, he/she needs to enroll and successfully complete the summer school program that is offered by the district.

**FOR HIGH SCHOOL, GRADES 9-12:**

To be promoted to the next grade level, a student must have completed a required number of credits during the school year.

9th grade to 10th grade:	6 credits
10th grade to 11th grade:	12 credits
11th grade to 12th grade:	18 credits

To graduate from high school, students entering 9th grade before 2010-2011 school year and there before must earn a minimum of 21 credits as required by Pennsylvania Department of Education.

Students entering the 9th grade in 2010-2011 school year and there after must earn a minimum of 23.5 credits as required by TSACS. In addition to the required 23.5 credits, each student must complete 20 hours community service and must complete a culminating multi-disciplinary or service learning project that includes an extensive written research project and an oral presentation before a panel.

In order to obtain a diploma, graduating seniors of Class of 2015 must also pass the Pennsylvania State Exams.

**Graduation Standards**

In order to graduate from Truebright Science Academy, students must comply with the below requirements.

- \* English (4 credits)
  - \* Mathematics (3 credits)
  - \* Science (3 credits)
  - \* Social Studies (3 credits)
  - \* Foreign Language (2 credits)
  - \* Physical Education & Health (1.5 credits)
  - \* Fine Arts (1 credit)
  - \* Electives (2.5 credits: Students must earn 5 elective credits starting class of 2014 and thereafter as required by TSACS )
- 20 hours of community service
- \* Senior project presentation.

**Elective courses must meet the following criteria:**

One of the five credit elective courses must be either an additional mathematics or science or an Advanced Placement (AP) course.

## **Special Education**

### **Instructional Strategies**

Truebright Science Academy Charter School offers students with disabilities the following instructional strategies.

### **INCLUSIVE BLENDED CLASSROOM MODEL**

The No Child Left Behind Act (NCLB, 2001) mandates accountability for the learning of all children and emphasizes the need for highly qualified teachers. In addition, the re-authorization of the Individuals with Disabilities Education Improvement Act (IDEIA 2004) continues the emphasis on least restrictive environment for students with disabilities while supporting a greater need for access to the general education curriculum and strengthening the highly qualified special education teacher requirements. Together, they have become a catalyst for fundamental shifts in the way students with diverse needs are educated and in how teachers are used to meet those needs. In an effort to provide quality education for all students, Truebright Science Academy Charter School has adopted an inclusive, blended classroom model as the entry point for service delivery. Team teaching which is a structure that encompasses co-teaching and accommodates

consultative teaching, provides the optimum blend of qualified teachers, with diverse strengths, supporting each other to achieve instructional goals for students. The Department of Special Education and Student Support Services at Truebright Science Academy Charter School is committed to establishing and improving shared instructional models because they hold the promise of allowing students with disabilities to be with their non-disabled peers for instruction and because the shared expertise of teachers has shown to contribute to improved results.

## **DIFFERENTIATED INSTRUCTION**

Educators at Truebright Science Academy Charter School are required to employ differentiated instruction in all subject and content areas. Not all students are alike. Based on this knowledge, differentiated instruction applies to an approach to teaching and learning so that students have multiple options for taking in information and making sense of ideas. The model of differentiated instruction requires teachers be flexible in their approach to teaching and adjusting curriculum and presentation of information to learners rather than expecting students to modify themselves for the curriculum. Classroom teaching is a blend of whole-class, group and individual instruction. Differentiated Instruction is a teaching theory based on the premise that instructional approaches should vary and be adapted in relation to individual and diverse students in classrooms.

To differentiate instruction is to recognize that students' varying background knowledge, readiness, language, preference in learning modalities, and interests and to react responsively. Differentiated instruction is a process to approach teaching and learning for students of differing abilities in the same class. The intent of differentiated instruction is to maximize each student's growth and individual success by meeting each student where he or she is, and assisting them as they move forward in the learning process.

## **Special Education - Attachment**

- SpecialEducationPoliciesandProcedures 2011-2012

## **Special Education Program Profile - Chart I**

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Liana Diaz-Rivera	1	Learning Support	Truebright	18	Inclusion Model
Marissa Zavorski	1	Learning Support	Truebright	17	Inclusion Model

## **Special Education Program Profile - Chart II**

Organization	FTE	Type of class or support	Location	# of Students	Other Information
Delta T Group	.10	Evaluations	Truebright	13	No Other Information Needed

KFS Inc. Education Division	.25	Speech & Language Support	Truebright 6	No Other Information Needed
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### Special Education Program Profile - Chart III

Title	Location	FTE
Social Worker	Truebright	1
Paraprofessional	Truebright	1

### Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Betsy Collier	Psychologist	.10
Ellen Einhorn	Speech and Language Support	.25

## SECTION IV. ACCOUNTABILITY

### Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
N/A	No	No	No	No	No	No

### Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
PSSA	No	Yes	Yes	No	No	Yes	No
4SIGHT	No	Yes	Yes	Yes	Yes	Yes	No
PSSA Coach Jumpstart	No	Yes	Yes	No	No	Yes	No

### Student Assessment

PSSA results are used to determine whether the school’s curriculum and instruction adequately prepare students to meet PA State Standards. Annual measurable goals, professional development planning and curriculum modifications are based in part on those findings. 4Sight Benchmark testing is administered at the beginning of the year to get baseline data, and then three more times at equal intervals throughout the year for progress monitoring. Instruction is adapted to address identified weaknesses found in subscale test results using PSSA Instructional materials. Full Length PSSA Practice Test also administered two times to provide full length testing experience.

Locally developed tests, curriculum based assessments are used routinely by teachers for pre and post testing and goal-setting. Individual student goals and instruction are differentiated accordingly.

By triangulating all of these sources of data, sound judgments and adaptations can be made with respect to the strengths and weaknesses of the overall program, and appropriate steps taken to address identified needs for improvement.

Teachers routinely document progress by a variety of means, including observations, written and oral assessments, performance tasks, projects, including those produced using technology, anecdotal and verbatim notes, videotape, portfolios, productions, and progress reports. Progress reports include detailed objectives for each subject, along with specific performance descriptors and anecdotal teacher comments. Struggling students are identified by teachers via assessment based instruction, which reveals areas of concern due to learning differences or other issues that preclude adequate progress.

In addition, the Extended Day Program and the Saturday Weekend School provide homework help and tutoring. If there is evidence of a possible learning disability or other issue that requires further evaluation, the student is referred to the Special Education Department, who will request permission from parents or guardians to have the child evaluated by a pediatric psychologist. Should s/he demonstrate a need for specially designed instruction, members of the Multidisciplinary Team work together to develop an IEP or 504 plan according to IDEIA regulations.

School also benefited from the following programs/strategies:

1. After School Tutoring
2. Incentives are given to the students depending their success and participation rate on PSSA exams.
3. PSSA math software provided for classroom and home use for students. This has created an engaging learning environment via media and technology.
4. Saturday Academy

In addition to the Title 1 funded supports (such as in-school tutoring, classroom supports, and Saturday Academy), the school instituted an after school tutoring program that is aligned to curriculum content and presented by faculty in the appropriate curricular area. Program evaluation at the conclusion of the past school year identified ways to improve upon support programming, including better use of individual student formative data, and reinforcers (including food) for students attending the Saturday Academy.

TSACS achieved AYP in three of the past four measurement years. In 2011-2012 school year, the school made AYP. In English, students were 38% proficient which improved from 28.9% of the previous year. In math, students performed 46% proficient which also improved from 40.8%. These results show that the School Improvement Plan has shown significant improvement for all learners and the school needs to maintain these programs in order reach NCLB targets.

Other significant indicators of goal achievement include:

- Introduction of AP biology course for this year
- Introduction of Honors English and Math at the middle school level
- Increased instructional time for Math and Language Arts at middle school
- SAT prep and remediation courses at the high school level.

## **Student Assessment - Attachment**

- AYP Status 2011-2012

## **Teacher Evaluation**

### TEACHER EVALUATION PLAN

#### **Formal Evaluation**

Formal evaluation includes a pre-observation conference, observation, and post-observation conference. All teachers participate in a formal evaluation process twice each year, in the fall and again in the spring. The Truebright formal evaluation plan includes a scheduled observation, which has three main components.

1. During the pre-observation conference, each teacher is asked to provide information about his or her students, including those with special needs. Specific goals, why they were chosen, and how they relate to or can be integrated with broader goals, must be clearly stated. The teacher is expected to discuss plans to engage students, anticipated difficulties, and choice of materials or resources. Finally, the teacher must explain how learning is assessed and how the results will impact future instruction.
2. During the lesson, the observer records information on the environment and culture for learning established by the teacher. Classroom procedures and behavior management strategies are noted, as are questioning, discussion, and engagement methods. Quality of communication and feedback are assessed, and the teacher's ability to flexibly adapt the lesson based on student performance is noted.

3. A post-observation conference is held between the teacher, principal and observer. All parties share their impressions of the lesson. This serves as a starting point for a more general discussion of teacher strengths and needs for improvement garnered from various sources, including student achievement data, throughout the semester. Prepared evaluation forms (PDE-426 or PDE-428) are shared with the teacher and discussed, along with recommended areas for professional development. In addition, any teacher who scores an unsatisfactory rating on two or more subsections of the evaluation form (Planning and Preparation, Classroom Management, Instructional Strategies and Professionalism) at the midyear point is assigned a teacher coach and a coaching plan is developed.

#### Additional Evaluation Tools

1. Input from parent satisfaction surveys, completed at the end of every marking period, is considered, as well as student performance on curriculum based and standardized assessments.

#### **Informal Evaluations**

Administrators do informal, unannounced observations a minimum of once each week. Teachers have a detailed list of the kinds of information observers might gather during these brief visits, as follows:

##### Climate:

- Is there a general air of relaxed concentration in the room?
- Are all students productively engaged: no confusion, no boredom?
- If a student needs support or redirection, is that need noticed and addressed promptly by the lead or assistant teacher?
- Do both teachers moderate their voices in relation to the size and distance of the group they are addressing, to avoid distracting students who are working independently on other tasks?

##### Expectations:

- Do students appear to understand what they are expected to do?
- Is there a follow-up activity for those who finish an assignment before the rest of the class?

- Do assistant teachers survey the room frequently and address needs if the subject teacher is doing a guided reading or small group math lesson?
- Do students routinely go to the assistant teacher rather than the subject teacher with questions, so that a guided reading lesson is never interrupted?
- Are assistant teachers directly involved in working with students consistently, rather than with preparation or cleanup activities?
- Do subject teachers stay on schedule and time lessons appropriately?
- Are lesson plans readily available and detailed enough that an observer can follow them?

Instruction:

- Do subject teachers introduce and explain the purpose of a new lesson, and is the lesson structured so students are able to anticipate what they will learn beforehand and summarize what they learned afterwards?
- Is there a clear objective for the lesson? Are students aware of that objective? Does the lesson stay focused around it?
- Are most questions higher order, analytical, “how” and “why” type questions? During discussions, who’s doing most of the talking? Who’s asking most of the questions?
- Are manipulatives and other instructional materials used to ensure full participation (e.g. individual white boards, so every student is actively engaged in a task, not just the child standing at the board on the wall?)
- Do both teachers take advantage of “teachable moments” when the opportunity arises?
- Are all students engaged and involved, or are only students with their hands up called upon to participate? Are responses solicited from students in all parts of the room? How are reluctant students encouraged to take appropriate risks?
- Does the assistant teacher know exactly what is expected of him or her in advance, and participate actively?
- Does every activity have a clear purpose that relates to core content objectives?

Transitions:

- Do students know how to move quickly and efficiently from one task to the next?
- Does the subject teacher use effective strategies for quickly refocusing the group, allowing no side conversations or chatter to take up time?
- Does the assistant teacher help students who need support in focusing on the activity at hand, without being asked to do so?
- Is the room arranged in an orderly way, and do students maintain school supplies and personal items in a way that does not cause distraction or confusion during transitions?

Classroom Management:

- Do both teachers use the school-wide policy of clarifying choices for a misbehaving student, and making sure appropriate consequences or positive reinforcement follow that choice?
- Do students show respect for each other and their teachers?
- Is misbehavior or need for redirection addressed promptly and consistently by both teachers?
- Are needed supplies and tools (sharpened pencils, whiteboards, etc.) available?

Annual evaluation of teacher performance and contract renewal decisions made by the Truebright Board of Directors is based upon the information available from all of the sources described above.

Evaluator: Dr. Robert Eckley PA K-12 Principal Certificate

Professional Development: All administrators at Truebright Science Academy Charter School are required to comply with Act 48 credentialing mandates with an emphasis on continued professional development in teacher evaluation/performance and supervision, special education, standards aligned systems and research based effective instructional strategies. Truebright administrators regularly attend PDE and PATTAN conferences, workshops and webinars.

## Teacher Evaluation - Attachment

- Teacher Evaluation Form

## SECTION V. GOVERNANCE REQUIREMENTS

### Leadership Changes

The following changes occurred during the 2011-2012 school year:

Board of Trustees:

- Mr. Charles R. Glean, Ph.D. was approved as a new Board member in June 2012. Mr. Glean served School District of Philadelphia more than 20 years in various positions. He is currently serving on the PA Board of Private Academic School.
- Mr. Louis H. Oschmann was approved as a new Board member in June 2012. Mr. Oschmann worked for US Naval Academy Library and US Naval Shipyard for about 10 years. He also worked for U.S. Department of Health, Education and Welfare as Human Resource Analyst and Engineering Career Consultant for 15 years.

School Leadership:

- Mr. Bekir Duz was hired as CEO.
- Mr. Tansu Cidav returned to his permanent position (Dean of Students) after temporary serving as Acting CEO.
- Mr. Robert Eckley was hired as Curriculum Supervisor.
- Mr. Mark Sroka (Dean of Students) was placed on administrative leave in April 2012.
- Mr. Aziz Collins (Assistant to Dean of Students) was assigned temporarily to Acting Dean of Students position in April 2012.

### Board of Trustees

<u>Name of Trustee</u>	<u>Office (if any)</u>
Bilal Ciftci	Treasurer
Baki Acikel	President
Ismail Kul	Vice President
Mehmet Ozhabes	Member
Fedai Cebeci	Secretary
Charles R. Glean	Member
Louis H. Oschmann	Member

### Professional Development (Governance)

The school complies with Sunshine Law requirements by posting our meetings in a local newspaper at the beginning of the school year. The Board approved a resolution stating TSACS' compliance with the Public Officials Act; all members complete the Statement of Financial Interest as required by the Public Officials Act. The Board has retained the firm of Lamb McErlane PC as

the legal counsel. Counsel advice the Board of Governance's responsibilities and ethic considerations.

## **Coordination of the Governance and Management of the School**

The founding members of Truebright Science Academy Charter School have strong background in technology and education and fully committed to the mission of the school. The Board of Trustees believes so strongly in the governance structure and the mission of the school, it takes precautions to ensure that the first board of trustees of the Academy and all boards will have a clear understanding of the mission and vision of the school. To that end, the founders will ensure that the Board understands the mission of the school by requiring the board members to actively participate in the School community. That way the founders' vision will not be something that is merely expressed to them, but something they experience through actual participation in the School programs.

As a public school, Truebright Science Academy Charter School is ultimately responsible to the Philadelphia School Board and the Department of Education of the Commonwealth of Pennsylvania. The board will be responsible for ensuring that the school is run in compliance with the charter application and all applicable laws and for ensuring the school's sustained financial viability. An affirmative vote of a majority of the members of the Charter School's Board of Trustees will be required to take action on any item.

The board maintains ultimate oversight and makes decisions about policy and direction for the school, delegating day-to-day management functions to the CEO of the school. Therefore, the Board utilizes information on a monthly basis in its formal meetings to continuously evaluate the progress of the school. It will review financial information as well as a program report from the CEO, input from community, family staff and student members who contribute information and suggestions on a regular basis. On an annual basis, the Board sets aside formal board meeting time for complete review of the goals and objectives, review of parent questionnaires, formal recommendations from the CEO, the Home-School Organization as well as the Teachers.

The Board of Trustees establishes the policies for the operation of the school in accordance with the Truebright mission. Day-to-day management of the school and implementation of school policies is accomplished by the Chief Executive Officer, working as a team with the classroom teachers and other staff. At each regular board meeting, the CEO and Operations Manager reports to the Board of Trustees issues that have arisen during the previous month and/or that can be anticipated. The board helps the CEO prioritize his responsibilities and assists him as needed with interpreting and applying the appropriate guidelines for the operation of the school.

The Board of Trustees primarily interacts with the charter-granting district through the Chief Executive Officer. The CEO attends monthly meetings with the district and is in frequent contact with the district representative when questions arise either originating with Truebright or the district. We have always felt that our relationship with the district has been one of cooperation and good will. It is the policy of Truebright to welcome visitors from the district to attend Board of Trustee meetings, or to observe the school at any time.

The founders of the Charter School understand that the Board of Trustees must maintain ultimate authority to manage and control the charter school, including, but not limited to its educational philosophy, budgeting, curriculum, staffing, and operating procedures. Among the broader roles and responsibilities of Academy's Board of Trustees are:

Ensure the charter school's mission and purpose is maintained and updated

Select the charter school administrators

Support the charter school administrator and review his or her performance

Ensure effective organizational planning

Ensure adequate resources

Manage resources effectively

Determine and monitor the charter school's programs and services

Enhance the charter school's public image

Assess School's and Board's its own performance

Specifically, responsibilities of the Board of Trustees include, but are not limited to:

Setting the school calendar

Selecting textbooks

Appointing or dismissing charter school administrators

Adopting the annual budget

Purchasing or selling land/building

Locating new buildings or changing locations

Adopting courses of study

Designating depositories for school funds

Establishing salaries or compensation for administrators, teachers, or other the School employees

## **Coordination of the Governance and Management of the School - Attachment**

- TSACS Board Meetings 2011-2012

## **Community and Parent Engagement**

Truebright Science Academy recognizes parental engagement as a crucial factor in the school's success. The educational programs and the school's small size is appropriate for parental engagement and the school actively seeks this in all areas. The parents are contacted by the teachers and tutors to provide feedback on their children's' education.

Prior to admissions, there are orientations and workshops providing information about the school and its programs. It is the school's profound desire that once parents are familiar with the benefits available to them through involvement and support, parental volunteers and their engagement will become a part of the regular school learning community culture. The school is envisioned as a center for learning, actively involving parents, students, teachers, and community members in an ongoing learning process.

Truebright has a Parent Teacher Association (PTA) to seek continuous active engagement from parents. All parents are eligible to participate voluntarily. The PTA works closely with the administration and provides recommendations.

## **SECTION VI. FINANCIAL RESPONSIBILITIES**

### **Major fund-raising activities**

The school did not undertake major fundraising during 2011-2012 school year. It does not expect to undertake major fundraising in the next fiscal year.

### **Fiscal Solvency Policies**

Truebright Science Academy Charter School has worked to be a fiscally responsible LEA throughout its first five years of existence. In order to achieve this goal, the school continues to develop and modify policies and procedures for the budgeting, purchasing and cash management.

The school works to develop a budget that serves as the guideline for all financial decisions. It takes into consideration the educational needs, administrative needs, and the operational needs of the school. After the budget is approved, it is used as the guideline for all purchasing and personnel decisions.

On a weekly basis, interim cash forecast is utilized to determine the inflow and outflows of cash activities. On a monthly basis, a financial package that includes a detailed budget to actual report, written narrative that explains variances to the budget, and cash forecast for the entire fiscal year, is prepared and presented to the Board of Trustees and the CEO. Any modifications to spending are approved by the Board of Trustees.

As major expenditures are needed, the CEO and Business Manager work together to determine what impact the expenditure has on the budget and present the case to the Board of Trustees for approval.

All financial and budgetary reporting is prepared in accordance with Generally Accepted Accounting Principles and the applicable standards set by the Government Accounting Standards Board.

### **Accounting System**

Truebright maintains its books on a fund accounting basis in accordance with Generally Accepted Accounting Principles (GAAP). It maintains a chart of accounts based on the Pennsylvania State Chart of Accounts for PA Public Schools, and all PDE reports are filed in this format. Quick Books Accounting Software is used to classify, capture and report income and expenditures.

### **Preliminary Statements of Revenues, Expenditures & Fund Balances**

### **Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachments**

- Preliminary statements BS 2011-2012
- Preliminary statements PL 2011-2012

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

Truebright Science Academy Charter School's audit firm is Siegal and Drossner. The last complete audit is for the year ending June 30, 2011. 2011-2012 school year's audit is scheduled to complete in November 2012. The auditor's last opinion was clean. There were no material findings in the audit.

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

- Audit June 30, 2011

## **Citations and follow-up actions for any State Audit Report**

Truebright Science Academy Charter School has not yet had a State financial audit.

## **SECTION VII. FACILITY RESPONSIBILITIES**

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

The school follows set purchasing policies for purchasing equipment or furniture for the school. The school uses a purchase order system in which everything must be signed by the CEO of the school as well as the business manager, after a budgetary check has been performed.

No facilities were acquired by the school during this school year.

### **Future Facility Plans and Other Capital Needs**

None at this time as we are in a new building or we can mention about new construction area.

## **SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES**

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

Smoke alarms and fire extinguishers are placed appropriately throughout the building. Fire extinguishers are checked and replaced or retagged as needed. All fire exits are posted with building evacuation routes and student rosters. The entire building could be evacuated in around two and a half minutes during fire drills. Security cameras are mounted and operational at key entry and exit points inside and outside the building. The side doors remain locked during school hours and a camera/remote buzzer system prohibits unmonitored entry into the building. A security personnel monitors the main entrance during school hours.

Hazardous materials such as cleansers are stored properly. Students have access only to non-toxic cleaning supplies for maintaining their work spaces.

A nurse from MACCS Health Services, sub-contracted by Truebright, arranges for students to receive mandated health services and monitors compliance with requirements for maintaining health and

immunization records for students. All records are up to date and complete. Teachers receive first aid training or refresher health and safety information during in-service programs . First aid kits and supplies are located in different parts of the building. All student prescription and non-prescription medications are stored in locked containers for distribution by appropriate school personnel only.

The names students with known health problems such as allergies are kept in private locations throughout the building, along with appropriate emergency and non-emergency protocols for each student.

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

- TSACS Wellness Policy
- TSACS SHARRS 2011-12
- TSACS Immunization Law Report-2011

## **Current School Insurance Coverage Policies and Programs**

For the 20011-12 school year, Truebright Science Academy CS was insured at the following levels:

### General Liability

Commercial general liability \$ 1,000,000  
Damage to Rented Premises (ea. occurrence) \$ 1,000,000  
Medical expense (any one person) \$ 15,000  
Personal & advertising injury \$ 1,000,000  
General Aggregate \$ 2,000,000  
Products-completed operations aggregate \$ 2,000,000

### Excess/Umbrella Liability

Each occurrence \$ 5,000,000  
Aggregate \$ 5,000,000

### Workers compensation & Employers' Liability

Each Accident \$ 500,000  
Automobile Liability \$1,000,000 (Combined Single Limit)  
Disease — Each employee \$ 500,000  
Disease — Policy Limit \$ 500,000

Professional Liability/Malpractice/Errors & Omissions \$ 1,000,000  
per occurrence/ \$ 2,000,000 general aggregate

Directors and Officers/Employment Related Practices \$1,000,000 limit

The producer of our Certificate of Liability Insurance is Lindsay Insurance Group, Inc., 790 Penllyn Pike, Blue Bell, PA 19422, (T) 215-540-2400, (F) 215-540- 5444.

The insurers affording coverage are Great American Insurance Company, Tower insurance Company, and Zurich American Insurance Company.

Additionally, employees are provided with coverage through AETNA and United Concordia Dental, as well as long-term disability/death & dismemberment under Lincoln Investment.

## **Current School Insurance Coverage Policies and Programs - Attachment**

- Insurance Policy 2011-2012

## **SECTION IX. ADMINISTRATIVE NEEDS**

### **Quality of Teaching and Other Staff**

There were 38 professional employees working fulltime or part-time at Truebright, 13 of whom were assigned to classrooms as subject teachers. 8 teachers were assigned to classrooms as specials teachers for art, health & physical education, special education, and computer. 36 of the 37 current staff members have expressed a commitment to return by returning letter of intent for next year.

At the end of the year, 16 of the 21 full time instructional staff members, or 77% were duly certified and 100% of them were highly qualified teacher by the Pennsylvania State Department of Education.

### **Quality of Teaching and Other Staff - Attachments**

- HQT ACS 2011-2012
- PDE-414-VerificationForm 2011-2012

### **Student Enrollment**

#### Enrollment

All school-age children eligible, in terms of educational promotion, for middle and high school education (7-12) can apply for admission to our school without discrimination of any kind. Truebright Science Academy admits students without regard to race, color, religion, gender, national and ethnic origin, or the presence of a medical condition or disability.

The admission procedure includes the following steps.

All references to dates are defined to mean the CLOSE OF BUSINESS on the date indicated.

The initial or “open” enrollment period is from December 19, 2011 to June 8, 2012.

1. If there are sufficient seats for all applicants to attend, the applicants will be asked to complete the registration paperwork to be officially admitted to the school.
2. If there are more eligible applicants than available seats, the School will conduct a lottery to determine who will be asked to register.
3. All applications received after the initial or “open” enrollment period will be accepted on a “First-Come, First-Serve” basis, after the Waiting List, generated by the lottery, has been exhausted.

#### Lottery Rules and Procedures

All outlined Lottery Rules and Procedures will be enforced.

Rules: General

Lottery refers the selection of applicant names by a random method until all names in the list have been exhausted.

1. All Applicants (except siblings of currently enrolled students who reside in the Philadelphia School District, Olney Area) participate in the lottery.
2. The lottery will be open to all.
3. Only applications received prior to the end of the initial or “open” enrollment deadline, June 8, are eligible to participate in the lottery.
4. All applications received after the initial or "open" enrollment period will be accepted on a "First-Come, First-Serve" basis, after the Waiting List has been exhausted.
5. All Applicants offered a seat shall be required to affirmatively respond to an offer for acceptance within seven (7) calendar days. Those not responding (excluding declined offers) will be placed on the waiting list with an application date equal to the date the initial offer expired.
6. If the number of Applicants is less than the number of seats anticipated to be available, no public lottery shall be conducted for that grade. Should a seat become available, the next student in line according to the results of the lottery shall be offered admission.
7. *ALL* offers of registration shall be made in the order of the lottery results and established Wait list. *NO OFFER SHALL BE MADE TO A STUDENT NOT PROPERLY ENTITLED TO THE NEXT AVAILABLE SEAT*

The registration procedure is fairly strict and designed to ensure that everybody in the community has an equal opportunity to attend the charter school.

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

Grades	Initially Enrolled	Number Dropped	Number Added
7th	39	7	7
8th	51	1	5

9th	69	2	3
10th	61	12	4
11th	31	1	6
12th	53	3	0

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

Of the 304 students who completed the 2011-2012 school year, 243 of them are currently enrolled to return in September. (42 of them are graduated, 8 of the are expected to graduate by the end of the summer school )

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

Zero students were expelled from the school. The total number who left voluntarily is 26.

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

As it's described in parent surveys, 60 % of the parents find school a safe, healthy place for their children. 73 % of the parents also believe that their child is receiving a quality education. Student essays mention a variety of reasons for attending the school including discipline, safety, and parent's decision.

There are currently no supporting documents selected for this section.

## **Transportation**

Because of our school is a middle and high school, there are no school buses transporting students to schools. However, the school distributed Student Transpasses to certain students according to the instructions and policies issued by the School District of Philadelphia. No special education students at our school needed transportation accommodations.

## **Food Service Program**

Truebright participates in the Free and Reduced Lunch (FRL) Program. Lunch and breakfast are served daily in the cafeteria. Our lunches and breakfasts are provided by the school district of Philadelphia's food services program and the food is prepared by a school district of Philadelphia food services employee.

## **Student Conduct**

To ensure that an environment is created where teaching and learning can flourish, Truebright Science Academy Charter School has developed a series of rules that address proper student behavior, maintenance of order within the school and during school activities, and a statement of student rights and responsibilities.

School staff will ensure that parents and students are well informed about these policies, both before enrollment and at the time students sign up for entry into the charter school. As a result of this information about school policies, students will not be surprised about what type of behavior is expected from them, and parents will be reassured about the type of classroom environment that will be maintained in the charter school.

Students, teachers, parents, school administrators and Board of Trustee members all agree that positive student commitment and behavior are essential for effective learning. We believe that positive student commitment and behavior are important to help students realize that their own attitudes and acts are directly related to their school experience and that of their classmates. Given the support and assistance of school personnel and parents, all students have the capacity to demonstrate actions that contribute to the effectiveness of the school and the worth of their learning experiences by choosing to believe in ways that enhance the social relationships of the school and facilitate learning.

Truebright seeks to provide the safe, secure, tension-free environment students need in order to be relaxed, focused, attentive, and ready to learn. Students are treated respectfully and are expected to respect each other and the staff in return. School's discipline policies and procedures refined each year may be found in the attached Student Handbook.

We expect our students to strictly follow the school rules and regulations published in our Student Handbook. Our discipline policy is in compliance with Chapter 12 of the Public School Code, particularly with respect to due process.

158 students were involved in 204 suspension incidents and none were expelled during the 2011-2012 school year.

## **Student Conduct - Attachment**

- Student Handbook 2011-2012

## **Signature Page**

## Assurance for the Operation of Charter School Services and Programs

School Year: 2013

The Truebright Science Academy 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  
2012 - 2013 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 Truebright Science Academy 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:** Bekir Duz    **Title:** CEO  
**Phone:** 215-225-3437    **Fax:** 215-225-3439  
**E-mail:** duz@truebright.org

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*Signature of the Chief Executive Officer and Date*

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

**Name:** Baki Acikel    **Title:** Board President  
**Phone:** 215-225-3437    **Fax:** 215-225-3439  
**E-mail:** acikel@truebright.org

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*Signature of the President of the Board of Trustees and Date*

*Identify the charter school's Special Education Contact Person.*

**Name:** Bekir Duz    **Title:** CEO  
**Phone:** 215-225-3437    **Fax:** 215-225-3439  
**E-mail:** duz@truebright.org

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*Signature of the Special Education Contact Person and Date*

### **Signature Page - Attachment**

- Signature page 2011-2012