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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: Friday, November 04, 2011)**

**Entity:** Universal Daroff Charter School  
**Address:** 5630 Vine St  
Philadelphia, PA 19139

# CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

## Summary Data Part I

### Charter School Annual Report Summary Data 2011 - 2012

**Name of School:** Universal Daroff Charter School

**Date of Local Chartering School Board/PDE Approval:** 2010

**Length of Charter:** 5    **Opening Date:** September 2010

**Grade Level:** K-8    **Hours of Operation:** 8:30 am - 3:30pm

**Percentage of Certified Staff:** 63%    **Total Instructional Staff:** 40

**Student/Teacher Ratio:** 25:1    **Student Waiting List:** 50

**Attendance Rate/Percentage:** 92%

## Summary Data Part II

**Enrollment:** 593 **Per Pupil Subsidy:** \$8,608-Regular Education; \$18,512-Special Education

### Student Profile

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<b>American Indian/Alaskan Native:</b>	0%
<b>Asian/Pacific Islander:</b>	0%
<b>Black (Non-Hispanic):</b>	99.33%
<b>Hispanic:</b>	0.67%
<b>White (Non-Hispanic):</b>	0.0%
<b>Multicultural:</b>	0%

**Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:**  
97%

**Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December:** 91

## Instructional Days and Hours

<b>Number of:</b>	<b>K (AM)</b>	<b>K (PM)</b>	<b>K (F.Time)</b>	<b>Elem.</b>	<b>Middle.</b>	<b>Sec.</b>	<b>Total</b>
Instructional Days	0	0	181	181	181	0	181
Instructional Hours	0	0	1086	1086	1086	0	1086

## SECTION I. EXECUTIVE SUMMARY

### Educational Community

Universal Daroff Charter School, (hereafter referred to as UDCS) located in the West Philadelphia section of Philadelphia is an urban school with a population serving up to 735 students in grades K — 8. UDCS is a Title I schoolwide Project School. Approximately 97% of the students qualify for the free and reduced breakfast and lunch programs. The composition of our school constituency is predominately African American with less than 1% Hispanic, White or Multicultural.

On July 1, 2010, the School District of Philadelphia and Universal Companies entered into a Charter agreement to convert public school, Samuel H. Daroff Elementary School to a public charter school, Universal Daroff Charter School.

Most of the houses in West Philadelphia are rowhouses, although there are areas of semi-detached and detached houses. One of West Philadelphia's most prominent features is the "El", or SEPTA's Market-Frankford Line or Blue Line. Completed in 1907, this elevated subway line

linked West Philadelphia, Millbourne and Upper Darby to Center City and then later to Frankford. Running above and for a portion, under Market Street, this transportation link is one of Philadelphia's two major transit lines that transport hundreds of thousands of students and workers daily into and around the city. The El once powered the economic engine of West Philadelphia. Retail districts lined every street where there was a station as well as along Market Street. Most recently many of these retail districts with the exception of 52nd Street have been converted to largely residential areas. One of the aggravating factors in this change has been the recent reconstruction of the EL which, due to detours of the "number streets" or numbered North-South thoroughfares and closure of large portions of Market Street, have led to many remaining businesses failing. Another major transit link in West Philadelphia are the five Subway Surface Lines, often called the Green Lines for their representation on SEPTA route maps. These include five of Philadelphia's remaining six streetcar lines. Combined, these trolley routes convey more than 150,000 passengers daily, and operate 24-hour schedules, even in blizzards. West Philadelphia is also served by five of SEPTA's eight Regional Rail Lines, which transport thousands of commuters daily to and from of Center City and University City, and provide a quick and inexpensive link to the Philadelphia International Airport.

West Philadelphia's streets are laid out in a modified "grid" pattern. Market Street is the central main thoroughfare running East and West, with "tree" streets above and below, also running East to West. The North-South streets are numbered consecutively starting with 30th street at the Schuylkill River through to 77th street on the far Western edge in Overbrook near Cobbs Creek, and extending to 90th Street in Southwest Philly near the airport, where it only runs a block and is not in a residential area. However, 58th Street is the highest numbered street to run any considerable distance contiguously, as it runs from the northern frontier of West Philadelphia at City Ave all the way south to the Schuylkill River. 77th and 86th streets runs only a few blocks due to the tapering of the city map; if they were to continue further, then they would run into the suburbs (84th street becomes Hook Rd when it crosses into Sharon Hill). The 77th street in Overbrook is not contiguous with the 77th street in the column of streets that ends with 90th street in the Southwest. The two 77th streets (as well as all numbered streets after 58th) are miles apart. Additionally, while the street grid ends at Cobbs Creek Park along with the western political boundary of Philadelphia, many of the street names and a roughly similar street grid (it begins to degrade outside the city) continue beyond the city limits into Upper Darby Township, into which Market Street runs uninterrupted to 69th street at the El terminal, where it turns into West Chester Pike and runs through Delaware County and into Chester County. With the exception of Market St, these streets can be regarded as being "named after" the streets in West Phila, as opposed to being continuations, as they are cut off by the park. The numbering pattern is impure, as one driving down Market Street into Upper Darby would cross 62nd Street, then Cobbs Creek Parkway/63rd St, then several named streets until finally they would arrive at 69th street, skipping 64-68.

West Philadelphia is the home to several universities, including the University of Pennsylvania, Drexel University, the University of the Sciences in Philadelphia, and Saint Joseph's University.

According to the 2010 census, 250,433 people live among the ZIP codes of 19104, 19131, 19139, 19143 and 19151. The intersection of 52nd Street and Market Street in West Philadelphia was listed number eight in a 2007 list of the city's top ten recreational drug corners according to an article by Philadelphia Weekly reporter Steve Volk. The Philadelphia Police Department divides West Philadelphia into four patrol districts: the 16th, 18th, 19th, and 92nd.

### **Racial demographics**

- Black or African-American: 193,083 (77.1%)
- Non-Hispanic White: 27,547 (11.0%)
- Asian: 8,765 (3.5%)
- Two or more races: 6,761 (2.7%)
- Hispanic or Latino: 6,511 (2.6%)
- American Indian or Alaska Native: 5,759 (2.3%)
- Other race: 1,753 (0.7%)
- Native Hawaiian or Other Pacific Islander: 250 (0.1%)

Family households are generally dominated by female-headed households. Many Daroff families include extended family members of cousins, and grandparents.

Community resources include nearby churches, mid-size and small institutions, social service agencies, fast food restaurants, auto maintenance. The unique feature of UDC is its' ability to partner with local and external corporate and community partners. Under the auspices of Universal Companies, additional resources are generated and provided through collaborations with local politicians, social service agencies and the establishment of a school-based Family Resource Center.

This center will be the heart of bringing non-academic support programs to the school that include youth leadership and mentoring, summer school camps, intramural sports and adult learning opportunities. Moreover, social service case management will be available to students and their families for direct or referred services.

## **Mission**

### **UNIVERSAL FAMILY OF SCHOOLS' MISSION**

**Universal's education mission is to provide an exemplary program for young learners, grades K-8, and their families in a holistic approach that focuses on academics, self-sufficiency, civic responsibility physical well being, and community linkages where the values of self, family, and community will be incorporated in all aspects of the educational process. Universal's mission is to prepare children to be future leaders and build the foundation for superb student academic achievement while supporting students and their families to become lifelong learners.**

### **UNIVERSAL DAROFF CHARTER SCHOOL**

**The mission of Universal Daroff Charter School-Humanities, Science and Digital Learning Campus is dedicated to developing children by giving birth to a new way of thinking through education, while emphasizing self-sufficiency and civic responsibility.**

**School Slogan:**

***Daroff is an Oasis in the Desert- A PLACE WHERE THE SPIRIT, SOUL AND MIND IS REVITALIZED, REINVIGORATED AND REJUVENATED***

***Daroff is a place where children thrive.***

## **Vision**

**We envision a Humanities, Science and Digital Learning Campus, which provides diverse educational techniques and programs that will enhance Universal Daroff Charter School students' learning experience.**

## **Shared Values**

Universal Daroff Charter School's shared values lies in the inherent belief that families, school staff and the school community are the key influencers in the daily lives of students.

As a result, UDC is committed to building a school community that addresses the varied needs of its' students.

These needs are addressed by building the following:

- A safe and secure school environment through the collaboration of non-instructional and instructional staff.
- The development and implementation of a Single School Culture Program that rewards students and staff for contributing and maintaining a spirited school climate.
- Establishment of an academic standard whereby high expectations are the norm therefore, staff and student progress are recognized in a variety of mediums.
- School attendance for all are valued by the school community
- The school community's Family & Student Resource Center is the hub for community outreach for staff, families and external organizations.
- Professional development for all community members is consistent and on-going for continued growth
- School Community is the hub for education, athletic, cultural and community activities.

## **Academic Standards**

Specific content standards that are identified for student achievement include the following for this plan:

### ***Literacy***

When students leave UDC, they are able to effectively:

- Read fiction and non-fiction literature from various genres of literature;
- Read, analyze, and interpret literature to glean information;
- Read critically in all content areas;
- Respond to various types of writing that include, but not limited to: narrative, persuade, describe, compare and contrast;

- Write research essays and papers; and
- Participate in group discussions that provoke critical-thinking.

### *Mathematics*

When students leave UDC, they are able to effectively:

- Represent and use numbers, number systems and number relationships to solve problems;
- Compute, estimate, and use units of measurement;
- Express mathematical concepts using math vocabulary and steps to problem solving; and
- Use logical reasoning and make connections to real world experiences.

### **Strengths and Challenges**

A review of the school’s program strengths and areas needing improvement for the 2011-2012 school year is as follows:

#### **PSSA STATUS:**

YEARS	PSSA-READING	PSSA-MATHEMATICS	
2008-2009	19.5%	24.9%	
2009-2010	24.2%	25.9%	
2010-2011	31.7%	39.2%	
YEARS	PSSA-READING	PSSA-MATHEMATICS	
<b>2011-2012</b>			
2012-2013			
2013-2014			

#### **Strengths:**

The PSSA scores indicate a significant growth in Reading and Mathematics. However, it also indicates continuous need for improvement.

#### **Curriculum:**

The RELA curriculum was streamlined to focus on the Common Core Standards by using the Reading program, Action 100 as its’ supplemental program to the Harcourts’ Trophies series in grades:K-5 and Elements of Literature series in grades:6-8. Action 100 is a 12-step, Response to Intervention (RTI) school transformation model.

A year-long professional development was provided on the implementation of Action 100 by the American Reading Company’s consultants. In addition, Universal Companies consultants provided on-going professional development in differentiated instruction and other teaching methods based on best practices.

Also, it was noted that the Mathematics curriculum lacked the essential ingredients to build students’ foundational skills. Therefore, instructional staff was directed to follow the Common Core Standards for Mathematics using a variety of resources for instruction. Also, Universal Companies consultants provided

on-going professional development in differentiated instruction and other teaching methods based on best practices.

This year, 4Sight Benchmark Assessments were given 4 times throughout the year as a predictor to student success on the PSSA.

### **After School Programs**

Daroff offered several after-school programs:

One key element in the rise of Daroff's PSSA scores is the implementation of Saturday Scholars Academy. Saturday Scholars Academy operated for 13 weeks from 9:45-12:00 pm for students in grades 3-8. It was a mandatory program for all students. Any students, who missed days were mandated to attending credit recovery hours during the month of May.

During Saturday Academy, 3 workshops were held. Each workshop was 50 minutes in length. Workshop 1 was the Literacy Lab., which focused on students using computers to practice and reinforce comprehension skills using Study Island. Workshop 2 was the Mathematics Lab., which focused on teaching a variety of mathematical skills using Study Island worksheets. Workshop 3 was the Physical Fitness Lab., where students went to the gymnasium to exercise or play organized sports.

Another key element is the after-school program for grades K-2, which operated Monday through Friday from 3:45-6:00 pm in October and from March through May. The after-school program serviced over 65-75 students on weekly basis. Children participated in a variety of workshops which included cooking, science, and literacy. This program was funded by the 21st Century Grant through Foundations, Inc.

A critical component of Daroff's success is its' Sports Clinic. The Sports Clinic services students in grades 6-8 and provides them with the opportunity to participate in variety of sports such as Flag Football (male), Basketball (male/female), Wrestling (male), Track (male/female), and Tennis (male/female) from September through May.

### **Student Support Services**

This is the second year of the Family and Student Resource Center. During the 2011-2012 school year, the F&SRC made over 50 home visits to parents for a variety of reasons and provided outreach services to many student families and extended families.

For the upcoming school year:**2012-2013**

1. Daroff's overarching goals is to increase its' PSSA scores by 20%.
2. 2. Daroff will continue to build on their success to significantly increase students' scores by the following:
  - aaa a. Daroff will embark on a curriculum mapping venture for the core subject areas to ensure a well-design curriculum is established so that the teacher knows what he/she will teach, how to practice the learning, as well as how to assess the learning to ensure student mastery.
  - b... b. Curriculum will follow the Common Core Standards and PA State Standards.
  - c. Specific objectives will be established as Benchmark Standards.

- d. Increased progress monitoring through the use of pre-post assessments. These assessments will occur prior to the beginning of the school year, at the end of each semester and at the end of the school year.
- e. Continued implementation of the web-based program, SuccessMaker (Pearson) for grades K-8.
- f. Continued implementation of grant program, Waterford (Pearson) for below-level achieving students in grades K-2 from 3:45-6:00pm
- g. Continue implementation of Saturday Scholars Academy for 3 sessions for grades 3-8: Session 1 will operate from October through November for 4 Saturdays; Session 2 will operate from late February through April for 12 sessions; Session 3 will operate in May for 5 sessions.
- h. Continue integration of the F&SRC so that it is an integral component of the UDCS community and fully-integrated into the academics and single school culture program.
- i. The utilization of school data by the school community to understand UDCS's students performance and to aid in the school's reform efforts.

**2. STUDENT PARTICIPATION IN STATE ASSESSMENTS**

- e AT least 100% of eligible students will participate in required State wide assessments.

**3. STUDENT ATTENDANCE**

Student attendance in school will improve continuously (to an average of at least 94% by 2014.)

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

### **Strategic Planning Process**

UDC's improvement planning process is an ongoing process that is conducted throughout the school year. It includes all levels of staff.

Essential components of the process are:

#### **1. Establish Goals**

- A. Goals for the following school year are established in the Spring through the completion of the "School Improvement Plan." The Planning committee formalized its' plan and submitted it by the required timeframe. Organizational and staffing restructuring was aligned to the plan along with benchmarks to monitor progress.
- B. Ensuring alignment of Goals as outlined in the Charter agreement.
  - Goals are presented to the SAC (School Advisory Committee) for informational purposes;
  - Goals are presented to the Board for adoption;

- Goals are discussed with the instructional staff during the summer orientation in August. Action Plans are developed and study groups are organized as needed. Goals can and will be modified as needed after teacher input.

## **2. Progress Monitoring**

- A. Progress monitoring is conducted in RELA at least once a week through Action 100's student conferencing procedures.
- B. Progress monitoring is conducted after every benchmark is administered.
- P{ Progress monitoring is conducted through diagnostic assessments.
- C. A professional development is held over a course of days during the 7:45-8:30 am period to review benchmark test results, grade data, and analyze other pertinent information. The school leadership meets one-on-one with teachers, in subject teams, and as a school staff. Trends and issues are discussed and problem-solved.
- D. Student data such as Demographic, Student Learning, Perceptions, and School Processes is analyzed by the leadership team and staff.
- E. PSSA scores are analyzed in the late spring and summer when test results become available.
- F. During the professional development for the next school year, a school year in review is discussed. As a result, proposals for programmatic improvements are proposed for discussion by administrative team. Proposals are developed throughout the summer by the leadership team and selected staff.

This process of continuous improvement enables UDC to collect data and use the data to dissolve problems.

### **GOAL: DECREASE STUDENT ABSENCES**

Description: To meet or exceed the daily attendance requirement of 95% for student population.

Strategy: Establish a concrete Attendance Policy

Description: Attendance policy will include more parent contact and accountability procedures as well as reflect the goals of UDC's charter agreement & required attendance indicators.

ACTIVITY: Continuous development of the school's Single School Culture Program

Description: The Single School Culture Program emphasizes a Positive Behavior System, which recognizes students for exemplifying the academic and behavior standard

established at UDCS. Members of the school community will be recognized on a weekly, monthly and quarterly basis by teachers and administrators.

**Activity:** Implementation of a Truancy Outreach Program

**Description:** The City's Truancy Outreach Program focuses on students, who have excessive absences. Daroff will develop a variety of strategies to decrease absences. One strategy is to create, implement, and maintain a Saturday Attendance Alternative Program (SAAP) for students with excessive tardiness and excessive absences. On a bimonthly basis, students with 5 or more absences will be referred to SAAP, where they will participate in a variety of activities, which include but not limited to community service to make up for days absent. F&SRC are full-time employees (Case Manager, and Parent Liaison), who will make home visits to students identified with truancy needs. Using both teacher referrals and attendance data ,families will be visited to address attendance concerns.

**GOAL: INCREASE STUDENT ACHIEVEMENT IN LITERACY & MATHEMATICS**

**Description:** Use a Mastery Learning Approach and Effective Teaching Strategies

**Strategy:** Implement an Instructional Planning process in which the focus is to identify the learner objectives in terms of what each student will know and be able to do after instruction.

**DESCRIPTION:**Alignment of the instructional process (teaching) to the curriculum; Differentiate the learning objective for each student and the implementation of effective instructional practices.

**ACTIVITY:** Implementation of an instructional plan that emphasizes planning, delivery and assessment.

**Description:** Manage the mapping out of the curricular learnings for the day, week, and month for groups of students and to identify where each student is in the plan.

**ACTIVITY:** Curriculum mapping

**Description:** Our teachers will have high engagement rates for all students and use a variety of effective instructional practices, such as smooth, efficient classroom routines, clear and focused instruction; brisk instructional pace and smooth transitions between activities, effective questioning techniques; feedback and reinforcement regarding their learning progress.

**Strategy:** Use effective instructional practices

ACTIVITY: Establish routines that will be the foundation for the classroom life and ensure that learning settings and transitions are explained and exemplified.

### Strategic Planning Committee

<b>Name</b>	<b>Affiliation</b>	<b>Membership Category</b>	<b>Appointed By</b>
MASON, BARBARA	Universal Daroff School Advisory Council	Parent	Anna M. Smith, CAO/Principal, Universal Daroff Charter
BEVERLY, STACIE	UNIVERSAL DAROFF CHARTER SCHOOL	Administrator	Anna M. Smith, CAO/Principal, Universal Daroff Charter
BUTLER, JANIS DR.	UNIVERSAL COMPANIES	Administrator	Universal Companies, Abdur Rahim Islam
CARTER, EVE	UNIVERSAL COMPANIES	Special Education Representative	Universal Companies, Lauryn Douthit, VP Universal
DIBERARDINIS, GABRIELE	Universal Daroff Charter School	Ed Specialist - School Counselor	Anna M. Smith, CAO/Principal, Universal Daroff Charter
GLACKEN, JAMIE	UNIVERSAL DAROFF CHARTER SCHOOL	Elementary School Teacher	Anna M. Smith, CAO/Principal, Universal Daroff Charter
GRAHAM, TAMARA	UNIVERSAL DAROFF CHARTER SCHOOL	Community Representative	Anna M. Smith, CAO/Principal, Universal Daroff Charter
GREEN, LORETTA	Universal Daroff Charter School	Parent	Anna M. Smith, CAO/Principal, Universal Daroff Charter
HADFIELD, ELAINE	Universal Daroff Charter School	Ed Specialist - School Nurse	Anna M. Smith, CAO/Principal, Universal Daroff Charter
HEATH, PRISCILLA	UNIVERSAL DAROFF CHARTER SCHOOL	Elementary School Teacher	Anna M. Smith, CAO/Principal, Universal Daroff Charter
ISLAM, ABDUR RAHIM	PRESIDENT OF BOARD OF SCHOOL DIRECTORS, DAROFF	Administrator	UNIVERSAL COMPANIES

PEARSON, JEANETTE	UNIVERSAL DAROFF CHARTER SCHOOL	Community Representative	Robert Rouse, CAO/Principal, Universal Daroff Charter
POLINCHAK, ANDREW	UNIVERSAL DAROFF CHARTER SCHOOL	Elementary School Teacher	Anna M. Smith, CAO/Principal, Universal Daroff Charter
SMITH, ANNA M.	UNIVERSAL DAROFF CHARTER SCHOOL	Administrator	Robert Rouse, CAO/Principal, Universal Daroff Charter
TRAVERS, MICHAEL	UNIVERSAL DAROFF CHARTER SCHOOL	Elementary School Teacher	Anna M. Smith, CAO/Principal, Universal Daroff Charter
WILLIAMS-BLOW, RACHELLE	Universal Daroff Charter School	Parent	Anna M. Smith, CAO/Principal, Universal Daroff Charter

## Goals, Strategies and Activities

### **Goal: MATHEMATICS**

**Description:** At least 56% of all students will be proficient in Mathematics, as measured by the annual state-wide PSSA assessments.

#### **Strategy: Study Island**

**Description:** Study Island is a web-based instruction, practice, assessment and reporting program built from Pennsylvania's State standards. Designed to engage students with rigorous academic content that is fun and engaging. This program is a research-based proven results oriented product that is approved by the Pennsylvania Department of Education. Students are active independent learners in UDC's computer lab, classrooms, library and at home.

#### **Activity: SATURDAY ACADEMY**

**Description:** Saturday Academy provides UDC's students exceptional opportunities for enriched learning through StudyIsland and Literacy Seminars. Saturday Academy operates from 9:00 am to 12:00 pm.

Person Responsible	Timeline for Implementation	Resources
SMITH, ANNA M.	Start: 10/30/2010 Finish: 2/9/2011	-

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

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
0.00	0	0

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
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Universal Daroff Charter School

- School Entity

Not approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Saturday School at Universal Daroff Charter School utilizes the Study Island, MindPlay and literacy based materials for recommended students. Participants learn: 1. How to the benefits, knowledge and rationale of using internet accessible and individualized computer assisted programs for student learners. 2. How to manage the computer assisted program for individual learners. 3. How to analyze the student reports and reflectively plan on how to use the various resources of each program. 4. How to navigate the internet accessible program of relearning activities, and accelerated learning experiences. 5. How to monitor the progress of students and program instruction based on student needs.

Study Island and the PSSA coach as well as the Measuring Up programs in math and literacy are based on Core Standards and are recommended by the Department of Education. The eligible content of Pennsylvania State System of Assessment is addressed within the program structures for math and literacy. Teacher feedback and student feedback is instantaneous to learners as academic strengths and areas of weakness are identified for immediate re-teaching/relearning opportunities. Immediate and constructive feedback is among the best practices employed by highly proficient teachers and / or educational computer assisted programs for improving student performance.

*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.

*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**

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

### **Follow-up Activities**

### **Evaluation Methods**

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| <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>• common planning time</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>• Review of written reports summarizing instructional activity</li><li>• Portfolio</li></ul> |
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**Status:** Not Started — Overdue

### **Strategy: SuccessMaker**

**Description:** SuccessMaker is an instructional software program that provides UDC's students with adaptive personalized paths for mastery of essential reading and math concepts and delivers outcome-based data to inform school educators on student progress. SuccessMaker offers individualized, one-to-one instruction for students.

## Activity: SATURDAY ACADEMY

**Description:** Saturday Academy provides UDC's students exceptional opportunities for enriched learning through StudyIsland and Literacy Seminars. Saturday Academy operates from 9:00 am to 12:00 pm.

Person Responsible	Timeline for Implementation	Resources
SMITH, ANNA M.	Start: 10/30/2010 Finish: 2/9/2011	-

### Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
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0.00	0	0
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Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
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Universal Daroff Charter School	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Not approved
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Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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<p>Saturday School at Universal Daroff Charter School utilizes the Study Island, MindPlay and literacy based materials for recommended students. Participants learn: 1. How to the benefits, knowledge and rationale of using internet accessible and individualized computer assisted programs for student learners. 2. How to manage the computer assisted program for individual learners. 3. How to analyze the student reports and reflectively plan on how to use the various resources of each program. 4. How to navigate the internet accessible program of relearning activities, and accelerated learning experiences. 5. How to monitor the progress of students and program instruction based on student needs.</p>	<p>Study Island and the PSSA coach as well as the Measuring Up programs in math and literacy are based on Core Standards and are recommended by the Department of Education. The eligible content of Pennsylvania State System of Assessment is addressed within the program structures for math and literacy. Teacher feedback and student feedback is instantaneous to learners as academic strengths and areas of weakness are identified for immediate re-teaching/relearning opportunities. Immediate and constructive feedback is among the best practices employed by highly proficient teachers and / or educational computer assisted programs for improving student performance.</p>	<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>
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*For school and district administrators, and other educators seeking leadership roles:*

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

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

### **Follow-up Activities**

### **Evaluation Methods**

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| <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</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>• Review of written reports summarizing instructional activity</li> <li>• Portfolio</li> </ul> |
|---|---|

- learning styles
- Peer-to-peer lesson discussions
- common planning time

**Status:** Not Started — Overdue

## **Goal: READING**

**Description:** At least 63% of all students will be proficient in Reading, as measured by the annual state-wide PSSA assessments.

### **Strategy: Action 100: 100 Book Challenge**

**Description:** ACTION 100 is a 12-step Response to Intervention (RtI) school transformation model designed to aggressively transform Universal Daroff Charter School's culture for sustainable student achievement.

### **Activity: Fishbowl**

**Description:** During this workshop, ARC Facilitator will provide demonstration lessons for school educators, which includes the Principal. During session, ARC Facilitator and school educators work with students to practice the modeled lesson. After, demonstration lesson, ARC Facilitator conducts a debriefing session with each group of teachers to discuss the demonstration lesson.

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
None Selected	Start: 10/26/2010 Finish: 11/15/2010	-

#### **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	29	31
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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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AMERICAN READING COMPANY	• School Entity	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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School educators will learn how to determine a student's independent reading grade level using real books, fiction	The Independent Reading Level Assessment (IRLA) is used to find the independent reading level of every student using	<i>For classroom teachers, school counselors and education specialists:</i>
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and nonfiction. In addition, school educators learn how to collect, monitor, track and assess student progress using ARC's student progress analyzer, KidPace 3.0.

State standards, National Reading Panel/No Child Left Behind elements of reading (phonemic awareness, phonics, fluency, vocabulary, comprehension), leveling system for text and set a standards for a successful academic reading lifestyle. Students are required to read for at least 30 minutes in Universal Daroff Charter School and 30 minutes at home.

- 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	Subject Area
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> </ul>	<ul style="list-style-type: none"> <li>• Middle (grades 6-8)</li> <li>• Elementary (grades 2-5)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading, Writing, Speaking &amp; Listening</li> <li>• Mathematics</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>• Peer-to-peer lesson discussions</li> <li>• Lesson modeling with mentoring</li> <li>• student conferences</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>• Standardized student assessment data other than the PSSA</li> <li>• Classroom student assessment data</li> <li>• Review of written reports summarizing instructional activity</li> </ul>

**Status:** Not Started — Overdue

**Activity: One-on-One workshops**

**Description:** ARC Facilitator consults with UDC's educators and helps them self-assess their level of program implementation using a detailed rubric. School Administrators, primarily the Principal are co-facilitators in these sessions.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 10/25/2010 Finish: 5/13/2011	-

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	103	20

<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
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Universal Daroff Charter School

- School Entity

Not approved

<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
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Participants learn: 1. The essential elements of professional coaching which includes needs assessment, goal setting, norms of engagement, and action planning toward given goals. 2. How to work in a collaborative relationship for planning and implementing need assessments, demonstration lessons, classroom observations and reflective practice for school improvement. 3. Learn how to use the Action 100 checklist in collegial coaching episodes for improvement in program management and implementation. 4. Positive ways to provide constructive feedback based on data gleaned from formal and informal sources. 5. An appreciation of the collaborative nature of collegial coaching regarding professional learning initiatives and programs.

The peer coaching model employed by Universal Daroff Charter school is based on the principles of best practices associated with positive team development; this includes characteristics recommended in Association of Curriculum and Development literature: 1. Provisions for constructive feedback 2. Norms of engagement 3. Defined roles and duties 4. Goal setting, mutual 5. Action planning and 6. Pre, during and after reflective practices.

*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.

*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**

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

### **Follow-up Activities**

- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Analysis of student work, with administrator and/or peers
- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussions
- Lesson modeling with mentoring
- common planning time

### **Evaluation Methods**

- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
- Student PSSA data
- Standardized student assessment data other than the PSSA
- Classroom student assessment data
- Review of participant lesson plans
- Review of written reports summarizing instructional activity
- Portfolio

**Status:** Not Started — Overdue

### **Activity: Reader's Workshop**

**Description:** This workshop explores all key elements of 100BC Readers' Workshop using the

100BC Readers' Workshop rubric. The major focus, however, is on modeling and teaching good comprehension strategies in mini-lessons and connecting those strategies to other parts of the literacy curriculum. Teachers often feel unsure of how to model comprehension strategies using authentic literature. In this workshop, school educators enjoy hands-on practice presenting mini-lessons to their peers and receiving feedback.

Person Responsible	Timeline for Implementation	Resources
SMITH, ANNA M.	Start: 11/10/2010 Finish: 9/1/2011	-

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
0.00	0	0
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Universal Daroff Charter School	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Not approved

**Knowledge and Skills Research and Best Practices Designed to Accomplish**

Readers Workshop training provides educators with an understanding of the components of this approach which includes the following components: shared reading where teachers directly teach skills and strategies of effective reading; read aloud where teachers select text and read to students for literature appreciations and expressive reading of a variety of literature; guided reading where teachers learn about small group instruction for students who have similar needs and finally independent reading where teachers allow students to read on their own independent levels.	The research of guided readers workshop is generated from the comprehensive balanced literacy framework where the best practices recommended by the National Reading Panel advocates a model of teaching and learning instruction that embraces readers and writers workshop for an educational format of instruction. While readers workshop embraces the reading for comprehension skills the writers workshop component focuses on skill development for written expressions. The framework allows for both components to constitute a literacy block where mini lessons and other related activities are planned as part of the learning of the language arts in reading and writing.	<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 partners</u>.</li> </ul>
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*For school and district administrators, and other educators seeking leadership*

roles:

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

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

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

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**Follow-up Activities**

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**Evaluation Methods**

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|---|--|
| <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</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>• Review of participant lesson plans</li></ul> |
|---|--|

- meet varied student learning styles
- Peer-to-peer lesson discussions
- Lesson modeling with mentoring
- common planning time

**Status:** Not Started — Overdue

### **Activity: Smarty Card Test Preparation**

**Description:** This program includes twelve tips to successful test-taking; Students are provided individual sets of twelve two-sided plastic cards for utilization in all content areas; Tips provides clues to locating key words in directions, main idea, and test vocabulary for understanding test questions.

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
SMITH, ANNA M.	Start: 10/11/2010 Finish: 11/20/2010	-

#### **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	20
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
Universal Daroff Charter School	• School Entity	Not approved

<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
Participants learn how to infuse the Smarty Card Test Preparation strategies in lessons of reading, writing, and math standards based lessons; educators learn how to teach students the techniques of successful test taking that include: visualization, word context clues, elimination strategies, understanding the use of key words, directions and making educated guesses to multiple choice questions.	This program that emphasizes twelve tips to successful test taking is influenced by the strategies used in the Pennsylvania state endorsed Study Island computer assisted programs and the PSSA Coach programs for increasing student success on high stakes tests.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <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</li> </ul>

instructional decision-making.

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

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

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

<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"><li>• Classroom teachers</li><li>• Principals / asst. principals</li></ul>	<ul style="list-style-type: none"><li>• Early childhood (preK-grade 3)</li><li>• Middle (grades 6-8)</li><li>• Elementary (grades 2-5)</li></ul>	<ul style="list-style-type: none"><li>• Reading, Writing, Speaking &amp; Listening</li><li>• Science and Technology</li><li>• Mathematics</li></ul>

### **Follow-up Activities**

### **Evaluation Methods**

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|---|--|
| <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></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>• Review of participant lesson plans</li><li>• Review of written reports summarizing instructional</li></ul> |
|---|--|

- Creating lessons to meet varied student learning styles
  - Peer-to-peer lesson discussions
  - Lesson modeling with mentoring
  - common planning time
- activity
  - Portfolio

**Status:** Not Started — Overdue

**Strategy: Study Island**

**Description:** Study Island is a web-based instruction, practice, assessment and reporting program built from Pennsylvania’s State standards. Designed to engage students with rigorous academic content that is fun and engaging. This program is a research-based proven results oriented product that is approved by the Pennsylvania Department of Education. Students are active independent learners in UDC's computer lab, classrooms, library and at home.

**Activity: SATURDAY ACADEMY**

**Description:** Saturday Academy provides UDC's students exceptional opportunities for enriched learning through StudyIsland and Literacy Seminars. Saturday Academy operates from 9:00 am to 12:00 pm.

Person Responsible	Timeline for Implementation	Resources
SMITH, ANNA M.	Start: 10/30/2010 Finish: 2/9/2011	-

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
0.00	0	0
Organization or Institution Name	Type of Provider	Provider’s Department of Education Approval Status
Universal Daroff Charter School	<ul style="list-style-type: none"> <li>• School Entity</li> </ul>	Not approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Saturday School at Universal Daroff Charter School utilizes the Study Island, MindPlay and literacy based materials for recommended students. Participants learn: 1. How to the benefits, knowledge and rationale of using internet	Study Island and the PSSA coach as well as the Measuring Up programs in math and literacy are based on Core Standards and are recommended by the Department of Education. The eligible content of Pennsylvania	<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</li> </ul>

accessible and individualized computer assisted programs for student learners. 2. How to manage the computer assisted program for individual learners. 3. How to analyze the student reports and reflectively plan on how to use the various resources of each program. 4. How to navigate the internet accessible program of relearning activities, and accelerated learning experiences. 5. How to monitor the progress of students and program instruction based on student needs.

State System of Assessment is addressed within the program structures for math and literacy. Teacher feedback and student feedback is instantaneous to learners as academic strengths and areas of weakness are identified for immediate re-teaching/relearning opportunities. Immediate and constructive feedback is among the best practices employed by highly proficient teachers and / or educational computer assisted programs for improving student performance.

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.

*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	Grade Level	Subject Area
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- Classroom teachers
- Principals / asst. principals
- Early childhood (preK-grade 3)
- Middle (grades 6-8)
- Elementary (grades 2-5)
- Reading, Writing, Speaking & Listening
- Mathematics

#### Follow-up Activities

- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Analysis of student work, with administrator and/or peers
- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussions
- common planning time

#### Evaluation Methods

- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
- Student PSSA data
- Standardized student assessment data other than the PSSA
- Classroom student assessment data
- Review of written reports summarizing instructional activity
- Portfolio

**Status:** Not Started — Overdue

### **Strategy: SuccessMaker**

**Description:** SuccessMaker is an instructional software program that provides UDC's students with adaptive personalized paths for mastery of essential reading and math concepts and delivers outcome-based data to inform school educators on student progress. SuccessMaker offers individualized, one-to-one instruction for students.

### **Activity: SATURDAY ACADEMY**

**Description:** Saturday Academy provides UDC's students exceptional opportunities for enriched learning through StudyIsland and Literacy Seminars. Saturday Academy operates from 9:00 am to 12:00 pm.

Person Responsible	Timeline for Implementation	Resources
SMITH, ANNA M.	Start: 10/30/2010 Finish: 2/9/2011	-

#### Professional Development Activity Information

Number of Hours Per	Total Number of Sessions Per	Estimated Number of
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Session	School Year	Participants Per Year
0.00	0	0
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status

Universal Daroff Charter School

- School Entity

Not approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Saturday School at Universal Daroff Charter School utilizes the Study Island, MindPlay and literacy based materials for recommended students. Participants learn: 1. How to the benefits, knowledge and rationale of using internet accessible and individualized computer assisted programs for student learners. 2. How to manage the computer assisted program for individual learners. 3. How to analyze the student reports and reflectively plan on how to use the various resources of each program. 4. How to navigate the internet accessible program of relearning activities, and accelerated learning experiences. 5. How to monitor the progress of students and program instruction based on student needs.

Study Island and the PSSA coach as well as the Measuring Up programs in math and literacy are based on Core Standards and are recommended by the Department of Education. The eligible content of Pennsylvania State System of Assessment is addressed within the program structures for math and literacy. Teacher feedback and student feedback is instantaneous to learners as academic strengths and areas of weakness are identified for immediate re-teaching/relearning opportunities. Immediate and constructive feedback is among the best practices employed by highly proficient teachers and / or educational computer assisted programs for improving student performance.

*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.

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

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

- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

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

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> </ul>	<ul style="list-style-type: none"> <li>• Early childhood (preK-grade 3)</li> <li>• Middle (grades 6-8)</li> <li>• Elementary (grades 2-5)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading, Writing, Speaking &amp; Listening</li> <li>• Mathematics</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>• common planning time</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>• Review of written reports summarizing instructional activity</li> <li>• Portfolio</li> </ul> |
|--|---|

**Status:** Not Started — Overdue

**Strategy: Writing Across the Curriculum**

**Description:** This strategy is employed across all subject areas with a special emphasis in the teaching and learning of mathematics and literacy. A focus is placed on vocabulary development and writing to explain, inform, describe and persuade. Writing in response to reading fiction and nonfiction texts as well as various other genres promote the demonstration of conceptual

understanding and the expressive arts. The ability to express how problems are solved and the steps to problem-solving in math instruction and learning help promote math communication and critical thinking skills of students.

### **Activity: Home Links**

**Description:** School-wide standardized homework for grades three through eight in literacy and mathematics; activities mirror the format of PSSA assessments including directions and prompts for writing. Staff is trained on the rationale, benefits, steps to implementation and how to analyze student work and portfolios of performance that inform instructional practices in math and literacy.

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
SMITH, ANNA M.	Start: 10/12/2010 Finish: 5/2/2013	-

#### **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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0.00	0	0
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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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|--|---|--------------|
|  | <ul style="list-style-type: none"> <li>School Entity</li> </ul> | Not approved |
|--|---|--------------|

<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
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Participants learn: 1. Rationale and benefits of standardized homework activities in math and literacy that mirror PSSA testing format in grades 3 to grade 8. 2.Steps to implementations of the Home Links, standardized homework weekly program in grades three to grade 8. 3. Maintenance and analysis strategies for student portfolios and work samples that identify trends, student strenghts and areas of weakness in math and literacy. 4. Utilization of student dat gleaned from Home Links work samplings and protfolios to inform teaching and learning practices. 5. How to provide timely teacher feedback and student review of recommended tips for continuous improvement on Home Link assignments. 6. Maintenance of a system for progress monitoring and reflective practice as a result of	This program employs best practices associated with looking at student work that informs teaching and learning lesson implementation. Consideration of the elements of the Pennsylvania SAS system of curriculum, standards, instructions, recommended resources, interventions and assessment provides the basis of this approach. With this as a framework, educators conduct data analysis that leads to action planning based on student needs and builds on the prior knowledge of students.	<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</li> </ul>
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analysis of student work for re-teaching opportunities, student regroupings, and teaching interventions for identified students.

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**

<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> <li>• Superintendent / asst. superintendents</li> </ul>	<ul style="list-style-type: none"> <li>• Early childhood (preK-grade 3)</li> <li>• Middle (grades 6-8)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading, Writing, Speaking &amp; Listening</li> <li>• Mathematics</li> </ul>

**Follow-up Activities**

**Evaluation Methods**

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation</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,</li> </ul> |
|--|--|

- outcomes, with involvement of administrator and/or peers
- Analysis of student work, with administrator and/or peers
- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussions
- Lesson modeling with mentoring
- Common Planning Time
- instructional delivery and professionalism.
- Student PSSA data
- Standardized student assessment data other than the PSSA
- Classroom student assessment data
- Review of participant lesson plans
- Review of written reports summarizing instructional activity
- Portfolio

**Status:** Not Started — Overdue

### **Activity: SATURDAY ACADEMY**

**Description:** Saturday Academy provides UDC's students exceptional opportunities for enriched learning through StudyIsland and Literacy Seminars. Saturday Academy operates from 9:00 am to 12:00 pm.

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
SMITH, ANNA M.	Start: 10/30/2010 Finish: 2/9/2011	-

#### **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>
0.00	0	0
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
Universal Daroff Charter School	<ul style="list-style-type: none"> <li>• School Entity</li> </ul>	Not approved

<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
Saturday School at Universal Daroff Charter School utilizes the Study Island, MindPlay and literacy based materials for recommended students. Participants learn: 1. How to the benefits, knowledge and rationale of using internet accessible and individualized computer assisted programs for	Study Island and the PSSA coach as well as the Measuring Up programs in math and literacy are based on Core Standards and are recommended by the Department of Education. The eligible content of Pennsylvania State System of Assessment is addressed within the program	<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> </ul>

student learners. 2. How to manage the computer assisted program for individual learners. 3. How to analyze the student reports and reflectively plan on how to use the various resources of each program. 4. How to navigate the internet accessible program of relearning activities, and accelerated learning experiences. 5. How to monitor the progress of students and program instruction based on student needs.

structures for math and literacy. Teacher feedback and student feedback is instantaneous to learners as academic strengths and areas of weakness are identified for immediate re-teaching/relearning opportunities. Immediate and constructive feedback is among the best practices employed by highly proficient teachers and / or educational computer assisted programs for improving student performance.

- 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.

*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**

<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"> <li>• Classroom teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Early childhood (preK-grade 3)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading, Writing, Speaking &amp; Listening</li> </ul>

- Principals / asst. principals
- Middle (grades 6-8)
- Elementary (grades 2-5)
- Mathematics

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>• common planning time</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>• Review of written reports summarizing instructional activity</li> <li>• Portfolio</li> </ul>

**Status:** Not Started — Overdue

### Statement of Quality Assurance

Charter school has not met AYP.

Charter school has created a School Improvement Plan.

Charter school has submitted and reviewed its School Improvement Plan with the Intermediate Unit designee.

**Intermediate Unit designee met with and when meeting occurred:**

The Comprehensive (School) Improvement Plan has not been submitted yet for review. Plan is due on August 31, 2012.

Plan will be uploaded once it has been submitted.

### Statement of Quality Assurance - Attachment

- Getting Results: 2010-2011

## SECTION III. QUALITY OF SCHOOL DESIGN

### Rigorous Instructional Program

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

### **Rigorous Instructional Program**

The Universal Daroff Charter School demonstrates that “at risk” minority children can succeed and achieve academically if provided with the proper educational environment. Our research indicates that a comprehensive educational program can reduce the rate of school failure, and increase chances for success.

The Common Core Standards is selected as the overarching UDCS’s instructional approach for teaching and learning. Additional tools/techniques have been implemented to improve instruction. Tools or techniques such as Professional Learning Communities, development of study teams, Web-based educational software programs, the use of data analysis as well as regular evaluation procedures.

The UDCS’s curriculum decisions are based upon high expectations for student success; a solid foundation in the core subjects as outlined by the National Common Core Standards and the Commonwealth of Pennsylvania Standards Aligned System. Instructional staff and non-instructional staff participate in extensive staff development. One of the focal points for professional development is for the instructional staff to become proficient data analysts and using data to redesign instructional practices.

A rigorous instructional program of the UDCS will continue to be driven by:

- National Common Core Standards;
- The School District of Philadelphia’s Core Curriculum;
- Weekly grade-level instructional meetings, which are conducted by the Academy Leaders (Assistant Principals) The following activities include:
  - A. Examining and analyzing student data (demographics, student learning, perceptions and school process data)
  - B. Sharing best practices
  - C. Developing grade-level assignments and assessments
  - D. Study teams where instructional staff conduct study on effective teaching practices & participants

#### E. Coaching from the administrative team

- On-going and consistent staff training on current trends, research driven instructional practices, and unique ideas and curriculum resources;
- A school-wide organizational structure that supports a teaming process involving coordination and collaboration among school staff to achieve program coherence and shared responsibility for the learning success of every student;
- An integrated assessment-instruction process that provides an individualized learning plan for each student and includes multiple approaches (e.g., the use of whole-class and small small-group instruction, one-on-one tutoring) based on an ongoing analysis of student needs, resources and expediency;
- A maximum level of family, business, community and civic involvement in the academic program;
- A family and community involvement program to enhance communication connections to achieve success of every student. We are proud of our parent participation throughout the school year. We encourage parental involvement in all aspects of our school community.

UDCS focuses on academics as well as the social and emotional aspects of a student's well-being. For the lower-grade students, students are being trained by the administrators, counselor and non-instructional staff to participate in socialized recess as well as participation in problem-solving activities. For the upper-grade students, they will be required to participate in UDCS's sports clinic. The Sports Clinic requires students to participate in a variety of sports such as tennis, basketball and soccer, where they will compete in intramural leagues. In addition, students may participate in intermural sports.

#### **Rigorous Instructional Program - Attachments**

- PROFESSIONAL EDUCATION/INDUCTION APPROVAL
- APPROVAL LETTER
- APPROVAL LETTER-TEACHER INDUCTION

#### **English Language Learners**

For the 2011-2012, there were 11 ELL students enrolled in Universal Daroff Charter School from Samuel H. Daroff Elementary School (SDP).

The established policy is for:

ELL Learners to receive individual instruction for 45 minute periods daily.

To provide English Language Instruction to those students who are not proficient in English Language.

1. Student and parent orientation procedures:

Multilingual services will be provided to the student and parent to explain the ESOL programs to both parents and students.

2. Identification and placement:

- Screening procedures, entry/exit criteria. Prior to the opening of school all parents when students are enrolled in Universal Institute Charter School, parents complete a home language survey indicating if their child is LEP (Limited English Proficient).
- Assessment process - If on the language survey a parent indicates that their child is LEP, our consultant is called in to assess the student and determine his/her needs.

3. Instructional program

- Describe type of program - Our program will be a pull out tutorial program with consultation to the classroom teacher and parent.
- Describe planned instruction standards - Our consultant will meet monthly with the classroom teacher to review the process of our students and to provide additional support to the students, parents and teachers.
- Indicate the amount of time in: The amount of time in the program will depend on the student's level of proficiency. Our consultant will evaluate each student monthly to determine when students are ready to exit.

4. Student participation in related and extracurricular activities - All students will have the opportunities to participate in school activities.

5. Pupil personnel services:

- Counseling - Our counselor will have regular on-going communication with our consultant, teachers and parents to ensure program alignment and progress of students.
- Special Education - Our special education coordinator will provide support to students, teachers and parents. They will provide in class support or Resource Room instruction as needed.
- Other related services - The Northwest Regional Office will be contacted if interpretation and translation services are required.

6. Staff development related to program - Our consultant will provide professional development as needed.

7. Community Involvement - Our consultant, teacher and counselor will provide outreach services to the students and their families. This communication will be regular and ongoing.

8. Program evaluation procedures - We will implement the Philadelphia School District's evaluation process. The WIDA English Language Proficiency Test is used to measure progress.

## **English Language Learners - Attachments**

- ELL DOCUMENT
- 2012 ENGLISH LANGUAGE LEARNER REPORT

## **Graduation Requirements**

This section is n/a because we service students from grades: K-8.

## **Special Education**

Components of Universal Daroff Charter Achievement plan includes teachers' informal anecdotal observations that are recorded during center time, small group instruction and oral presentations. Portfolios that include test and writing samples are maintain throughout the year and shared with parents during conferences.

UDCS has established a screening procedure to locate, identify, and evaluate students who exhibit behaviors and educational needs that could make them eligible for special education services. Services are provided to students who are hearing impaired and vision impaired. In addition, physical therapy, occupational therapy, speech and language therapy are provided. UDCS seeks parental consent to conduct an evaluation. Those students found to be exceptional receive the least restrictive special education placement or service. Special education teachers work collaboratively with regular education teachers to effectively provide and allow for needed accommodations.

Universal Daroff Charter School has developed policies in accord with federal and state regulations and guidelines to insure the provision of a free appropriate public education to all school-aged children, including those with disabilities. Universal Daroff Charter School provides appropriate special education programs and related services that are:

- Provided at no cost to parents
- Provided under the authority of a school entity, directly, by referral or by contact
- Individualized to meet the education needs of the child
- Reasonably calculated to yield meaningful educational or early education benefit and progress and designed to conform to an Individual Education Program (IEP).

Related services available to students include transportation and developmental, corrective and other supportive services that help a student benefit from special education. Examples include: speech pathology, an audiologist, psychological services, physical and occupational therapy, social works services, school health services, early identification and assessment, medical services for diagnosis or evaluation, parent counseling and education, recreation counseling services, rehabilitation counseling services and assistive technology services.

Special education services are available to children who have one or more of the following physical or mental disabilities:

- Autism
- Deaf/blindness
- Emotional disturbance
- Neurological impairment
- Hearing impairment
- Mental retardation
- Multiple disabilities
- Orthopedic impairment
- Other health impairment
- Specific learning disability
- Speech or language impairment

- Traumatic brain injury; and
- Visual impairment/blindness

Detailed printed information about available special education services and programs at Universal Daroff Charter School is available upon request. This includes a copy of the Family Support brochure and our screening chart, which outlines school strategies, put in place to identify students in need. Anyone interested should contact the principal or assistant principal.

## Special Education - Attachments

- SPED POLICIES
- SPED POLICIES

## Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
SHERYL MARTIN-PULLET	1	LIFE SKILLS	UDC-ROOM 114	12	n/a
KIMBERLY FASARAKIS	1	LIFE SKILLS	UDC-ROOM 108	12	n/a
ERICA BAROUDI	1	LEARNING SUPPORT	UDC- GRADES 3-5	20	PULL-OUT AND PUSH-IN STUDENTS
DANA HIRDT	1	LEARNING SUPPORT	UDC- GRADES K-2	25	PULL-OUT & PUSH-IN STUDENTS
JANUARY WASHINGTON	1	LEARNING SUPPORT	UDC- GRADES 6-8	28	PULL-OUT & PUSH-IN STUDENTS
COTTRELL, TODD	1	LEARNING SUPPORT	UDC- GRADES 6-8	26	PULL-OUT AND PUSH-IN OF STUDENTS

## Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
NONE	0	NONE	N/A	0	N/A

## Special Education Program Profile - Chart III

Title	Location	FTE
VP, SPECIAL EDUCATION SERVICES UNIVERSAL COMPANIES		1
CLASSROOM ASSISTANT-1	UDC-LSS	1
CLASSROOM ASSISTANT-2	UDC-LSS	1

## Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
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PREMIER HEALTH SYSTEMS	SCHOOL PSYCHOLOGIST	VARIES
PREMIER HEALTH SYSTEM	SPEECH	20
PREMIER HEALTH SYSTEMS	OCCUPATIONAL THERAPISTS	VARIES
THERAPY SOURCE	PSYCHOLOGIST	VARIES
THERAPY SOURCE	SPEECH	VARIES
THERAPY SOURCE	OCCUPATIONAL THERAPIST	VARIES
THERAPY SOURCE	PHYSICAL THERAPIST	VARIES

## SECTION IV. ACCOUNTABILITY

### Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
PSSA	No	No	No	Yes	Yes	Yes
PASA	Yes	Yes	Yes	Yes	Yes	Yes
4SIGHT/LOCAL ASSESSMENT	No	No	No	Yes	Yes	Yes
DRA/LOCAL ASSESSMENT	Yes	Yes	Yes	No	No	No
GATES-MACGINITIE READING TEST	No	No	No	Yes	Yes	Yes

### Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
PSSA	Yes	Yes	Yes	No	No	No	No
PASA	Yes	No	No	No	No	No	No
4SIGHT/LOCAL ASSESSMENT	Yes	Yes	Yes	No	No	No	No
GATES-MACGINITIE READING TEST	Yes	Yes	Yes	No	No	No	No

### Student Assessment

The preliminary results of the 2012 PSSA Test indicate a steady improvement in student scores. The school met every target except attendance for AYP.

Local assessment such as 4SIGHT enables the administration and staff to predict student performance on PSSA. In addition, item analysis is conducted by administrators and staff.

### PSSA STATUS:

YEARS	PSSA-READING	PSSA-MATHEMATICS	
2008-2009	19.5%	24.9%	
2009-2010	24.2%	25.9%	

2010-2011	31.7%	39.2%	
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2011-2012	PSSA-READING		PSSA-MATHEMATICS		ATTENDANCE
	PERFORMANCE	PARTICIPATION	PERFORMANCE	PARTICIPATION	
	YES	YES	YES	YES	<b>NO-2010-2011:</b> ATTENDANCE RATE 88.48%

For the upcoming school year: **2012-2013**

1. Daroff's overarching goals is to increase its' PSSA scores by 20%.
2. Daroff will continue to build on their success to significantly increase students' scores by the following:
  - 3. 100% adoption of Common Core Standards for RELA and Mathematics, which means less reliance on textbooks as the main resource and more reliance on teaching to the standards and ensuring that students are mastering the concept.
  - 4. Continued implementation of Action 100 with a focus on student conferencing to assist meet students' deficiencies.
  - 5. Increased progress monitoring through the use of additional assessment tools such as end of semester benchmarks.
  - 6. Implementation of the web-based program, SuccesMaker (Pearson) for grades K-8
  - 7. Continued implementation of grant program, Waterford (Pearson) for below-level achieving students in grades K-2
  - 8. Continued implementation of Saturday Academy for 3 sessions for the school year for grades 3-8: Session 1 will operate from October-November for 4 Saturdays; Session 2 will operate from late February through April for 12 sessions; Session 3 will operate in May for 5 sessions as Credit Recovery time.
  - 9. Continued afterschool program for K-2 from October through May.
  - 10. Establishing an afterschool and Saturday detention1 2. Revamping of the F&SRC so that it is an integral component of the Universal Daroff school community and fully-integrated into the academics and single school culture program.

- 11. The utilization of school data by the school community to understand UDC’s student and to aid in the school’s reform efforts.
- 12. Implementing the use of additional testing instruments such as GMADE and GRADE to continue to track student progress more frequently.

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14

14.

### Student Assessment - Attachments

- PSSA: 2010 SCORES
- PSSA: 2011 SCORES (TENTATIVE)

### Teacher Evaluation

Universal Daroff Charter’s teacher evaluation plan includes the philosophy that good instruction will increase student achievement. Also, “what gets measured gets done”, therefore continuous evaluation of teacher instruction is vital. UDC uses the Charlotte Danielson's evaluation model that encompasses 5 areas and 25 instructional standards:

Professional Area: Interpersonal Skills	Professional Area: The Classroom Environment	Professional Area: Professional Responsibilities	Professional Area: Planning and Preparation	Professional Area: Delivery of Instruction
1. Collaboration 2. Community Relations 3. Family Relations 4. Staff Relations 5. Student Relations	1. Classroom Management 2. Expectations for Learning 3. Physical Space	1. Home Communication 2. Professional Development 3. Professionalism 4. Record Keeping 5. Reflects upon Teaching	1. Assessment of Learning 2. Content and Instruction 3. Instructional Design 4. Instructional Goals 5. Knowledge of Students 6. Use of Resources	1. Communication 2. Engages Students in Learning 3. Feedback to Students 4. Flexibility and Responsiveness 5. Questioning and Discussion Techniques 6. Teaching Strategies

The administrative team began the school year with informal and formal observations. Later in the school year, the administrative team increased its' observational method by setting the following goals:

1. Each week, select a standard and conduct 5 informal observations per day for 10 minutes a day. Complete observational report within 48 hours and return to the teachers.
2. Administrative team meets with instructional staff, who have marginal or unsatisfactory ratings to discuss improvements and outlines an action plan for success.
3. Formal observations are held twice a year. There is a mid-year and end of year formal evaluation tool that is submitted to the state. In addition, informal observations also inform evaluation reports.

UDC's administrative team possesses state certification. Administrative team consists of the following: 1 Principal, 3 Asst. Principals.

Administrative team receives professional development through the School District of Philadelphia's Office of Specialized Services.

UDC uses the following:

1. PDE 426 for semi-annual employee evaluation
2. PDE-5501 for end of year employee evaluation

## **Teacher Evaluation - Attachments**

- Evaluation For:426
- PDE:5501-End of Year Evaluation Form

## **SECTION V. GOVERNANCE REQUIREMENTS**

### **Leadership Changes**

For the 2011-2012 school year, Universal Daroff Charter School began the leadership team with the following administrative personnel:1-Principal/CAO and 3-Assistant Principals.

### **Board of Trustees**

<u>Name of Trustee</u>	<u>Office (if any)</u>
Abdur-Rahim Islam	President & CEO
Greg Scott	Treasurer
Gina Minor	Secretary

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Glenn Ellis

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Sultan Ahmed

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Marcus Allen

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Ron Heigler

## **Professional Development (Governance)**

Universal Daroff Charter School deems it essential to have an informed Board of Trustees. Accordingly, dissemination of information regarding local, state and federal-mandates are provided to the governance board. At every board meeting, essential information is disseminated to the members to ensure all members are aware of the happenings at the charter school.

All board members received training on the "PA Governor's Center for Local Government Services-Sunshine Act 65PA.C.S. Chapter 7" and the "Guide to PA Public Officials and Employee Act. Rev. 05/09"

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

Each member was orientated upon induction on the Board of Trustees and given a workshop on the Pennsylvania Sunshine Act and the Guide to PA Public Officials and Employee Act.

The Board of Trustees works in conjunction with our Central Education Office to ensure that Universal Daroff Charter School provides the optimal educational experience for all enrolled students and staff.

The Board is responsible for long range planning, establishing policies and procedures and for approving the annual budget. Its' members approve senior administrative staff positions and the negotiation and management of contracts. While the final authority and responsibility for the school resides with the Board, their appointed Chief Executive Officer is responsible for maintaining school property, assigning administrators and staff, devising academic and not academic programs, and supervision all aspects of the school's operation.

The school's Board of Trustees recognizes and respects the time consuming nature of the School directors' position and that of the Charter school office's staff. Therefore, it encourages charter school personnel to comply in a timely manner with School District deadlines and requests for reports to preclude placing an undue burden on members of the SRC or their staff.

UDCS Board Meetings schedule and are held in UDCS's IMC located at 57th and Vine Street, Philadelphia, PA 19139 at 6pm.

### **Board Meeting Schedule: 2011-2012**

Daroff: 10/4/2011, 12/6/2011, 3/6/2012, 6/26/2012, 9/18/2012

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

- BOARD MEETING SCHEDULE

## **Community and Parent Engagement**

responsibilities of oversight over the entire board.

The committees include:

Executive - oversees the activities of the entire board

Capital Planning - undertake all of the planning needed to make our facilities the highest quality

Fund Development - develop and implement strategies to raise funds needed for current operations

Education - interface with school administration on all select aspects of operations and increase Parent participation

The Board of Trustees supports parent and community involvement in the Charter School. The establishment of the Family&Student Resource Center is a six-centered framework that follows Dr. Joyce Epstein's Model in which there is an overlapping of influence on the student from the family, school and community.

Six-Center Framework:

Parents, Communicating, Volunteering, Learning at Home, Decision Making, Collaborating with Community.

In each area, the F&RSC assists the families in becoming integral members of their school community in collaboration with the school communities administration, instructional and non-instructional staff.

Parenting- F&SRC assists parents/guardians with child-rearing skills, establishing home environments that set rules and procedures for addressing student behavior.

Communicating-F&SRC facilitates regular communication via oral or written regarding school programs, CSAP meetings and/or parent/teacher conferences.

Volunteering-F&SRC facilitates volunteerism for school activities such as trips, field events, grade events, and daily school routines.

Learning at Home-F&RSC facilitates parents with curriculum-related issues.

Decision-Making-F&SRC facilitates parents with becoming active members of the PTA and School Advisory Council.

Collaborating with Community-F&SRC's provides information for parents in local and state resources, services and assist them with navigating through the bureaucratic system.

## **SECTION VI. FINANCIAL RESPONSIBILITIES**

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

During the 2011-2012 school year, UDC was awarded the following grants:

1. Ethelyn Daroff Philanthropic Fund from the Jewish Community Foundation of Colorado
2. *Waterford Early Learning Study* from Pearson Digital Learning- This is a two-year study and encompasses two computer-based programs: *Waterford Early Reading Program* and *Waterford Early Math and Science*.
3. The school received a school improvement grant.
4. Daroff in collaboration with other schools received a 21st Century Grant through Foundations, Inc.

For the 2012-2013 school year, Daroff will submit several applications for grant programs focusing on technology, healthy eating and student behavior programs.

### **Fiscal Solvency Policies**

## **Universal Daroff Charter School Fiscal Policies:**

**Cash Flow** — The receipt and distribution of funds is managed by Universal's accounting division and the Office of the Chief Financial Officer (CFO). Cash flow is managed by monthly monitoring of budgeted versus actual of receipts versus expenditures. Bank Reconciliation statements are prepared on a monthly basis for each school and are reviewed by executive management to monitor financial condition of the schools and assure that the assets of the school are being used as planned in the approved budget.

**Purchasing** — Purchasing is managed through the Purchase Request system. A written request is submitted by the requestor to their manager (Principal) at each school for approval. The request is then sent to Central Office for programmatic approval and accounting for budgetary approval and assignment of a purchase request number. The request is then forwarded to the office of the CFO for executive approval.

**Payroll** — Universal uses the Automated Data Processing Company (ADP) for processing of all payrolls. An automated system for employee attendance is used to collect staff attendance information. The biweekly attendance information is approved by the manager (Principal) at each school and consolidated by Universal's accounting division for input into the ADP web based system.

**Audits** — Universal ensures that each school has an annual audit prepared by an independent public accounting firm. Universal relies on audit committees of the board of directors in cooperation with the CFO and CEO to select audit firms. The audit firm is always an independent accounting firm that also performs any individual financial and program audits based on the requirements of each school's funding sources; prepares a management letter, and a statement on internal control procedures. Audits are prepared in accordance with OMB circular A-133, Audits of Institutions of States, Local Governments and Other Non-Profit Institutions. All internal revenue service tax forms such as the 990 are also prepared by the independent audit firm.

### **Accounting System**

Universal uses the Quickbook Enterprise Accounting System, a computerized accounting system to manage all receipts and disbursements on a per school basis. Universal utilizes the computerized accounting system to perform the accrual method of accounting in accordance with Generally Accepted Accounting Principles. Detailed supporting documentation is used for entries into the accounting system and the documentation is maintained to produce an auditable trail for all computerized accounting records.

The accounting system and detailed documentation produces an audit trail to satisfy Generally Accepted Auditing Standards. The following basic standards are managed by Universal's corporate division for Accounting and Financial Management and applied to each charter school.

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

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

- Daroff expenditures report
- Daroff revenues 2011

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

### **AUDIT FIRM:**

Haefele Flanagan, Certified Public Accountants, Tall Oaks Corp Ctr, Bdlg2, Suite 200, 1000 Lenola Rd, Morrestown NJ 08057 or Haefele Flanagan & Co, PO BOX 471 Moorestown, NJ 08057

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

- Daroff Audit Report

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

State audit report not conducted as of June'2012.

## **SECTION VII. FACILITY RESPONSIBILITIES**

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

1. The school leases the facility from the School District of Philadelphia. The lease includes all furniture, fixtures and equipment on site.
2. No, acquisition of facilities, furniture, fixtures and equipment for the 2011-2012 school year.

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

Universal plans to upgrade its' current facility by the following:

1. Replacing ceiling tiles in the school building;

2. Painting the interior area of the school building, which includes classrooms, hallways, cafeteria and auditorium;
3. Carpet laid in office area;
4. Repaired air conditioning system, which includes chillers, univents
5. Modified school lobby area

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

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

Universal Daroff Charter School uses the School District of Philadelphia's Food Service System for providing nutritious breakfast, lunch and/ or snack when required. UDC s also meets the Wellness Policy requirements by partnering with local and national nutrition agencies to provide educational programs that increase our students' awareness of making healthy food choices.

Programs and services will include:

#### **Fresh Fruit and Vegetable Program**

- Students receive fresh fruits, vegetables, and or salad everyday. 100 percent fruit juice and milk is offered as well.

#### **Nutrition Educators in the Classroom - Supported through the Food Trust - Eat Right Now Nutrition Program**

- Standardized Curriculum —Based Lesson Plans for Teachers
- Monthly Activity Calendar
- Training for Classroom Teachers, Nurses, Coaches, and Administration • Training for Classroom Teachers, Nurses, Coaches, and Administration

#### **Health Fairs — Eat.Right.Now Nutrition Program**

- Assembly Programs

#### **Home & School Meetings**

- Parent Workshops
- Newsletters
- Health and Physical Education Class

The UDC complies with all state and local standards concerning health and safety. Site Directors conduct and maintain a log of monthly fire drills. Additionally, the sites are equipped with modern fire alarm systems which are checked annually by a private contractor. Each year, city representatives inspect the building and, when necessary, adjustments are made in accordance with the inspector's suggestions. Currently, UDCS has a shelter-in-place, fire drill plan, bomb threat and chemical/biological threat checklist, and an intruder emergency plan. All documents are located in the school office. Fire drill and shelter-in-place drills are conducted in all classrooms and all other areas throughout the school.

The school nurse checks immunization records and contacts parents who have not provided the school with proof of immunizations. Furthermore, she sees that appropriate health screenings are conducted each year. These, along with information regarding immunizations, purchases related to health care equipment and salaries of health care personnel are recorded on the Report of Health Services that is sent to the Pennsylvania Department of Health each year. Copies of the report are kept at the Universal Daroff Charter School office and are available upon request.

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

- IMMUNIZATION GUIDELINES
- WELLNESS POLICY
- REQUEST FOR REIMBURSEMENT & REPORT OF SCHOOL HEALTH SERVICES
- Daroff Immunization report

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

For medical insurance the school offers the following plans in accordance with Act22 to employees:

Keystone Health Plan

United Concordia Dental Plan

Wage Continuation

Life Insurance

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

- Daroff accord 2011-12

## **SECTION IX. ADMINISTRATIVE NEEDS**

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

#### **Instructional Staff**

For the 2011-2012 school year, began with an instructional staff of 40 persons:

1. Twenty-nine (26) Regular education teachers
2. Five (5) special education teachers added one teacher in early February'2012.
3. Five (8) specialty teachers
4. One (1) Counselor

### **Administrative Team**

The administrative team consists of:

Ms. Anna M. Smith, Principal/CAO

5. Ms. Stacie L. Beverly, Assistant Principal

M Mr. Tony Oyola, Assistant Principal

Ms. Lynette Thurmond, Assistant Principal

### **Student Support Services**

The student support services staff is joined by the following:

1. One (1) Case Manager
2. One (1) Parent Liaison Manager
3. Three (3) Climate Specialists
5. Fifteenth (15) NTAS
6. Five (5) Classroom Assistants
7. One (1) Library Assistant
8. One (1) Administrative Assistant
9. One (1) Office Assistant

### **Historical information:**

The previous Principal transferred within the company to become the new Principal of the recently acquired Universal Audrenreid Charter High School. One of the Assistant Principals became the new Principal of Universal Daroff Charter School.

### Patterns and Reasons:

At the end of the 2011-2012 school year, the following staff were separated from employment.

1. Administrator:1
  - A Administrator:1 Transferred to Central Office for a new position
2. Instructional staff: Resigned-2/Termination-7
3. Support Staff: Terminated-1
4. Support Staff: Resigned-2/Termination-2/Internal Transfer-1

Universal Daroff Charter School makes a considerable effort to create a strong professional learning community, which supports the staff and students.

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

- 2011-2012 PDE414UPDATED
- DAROFFSTAFF PROFILE AND ACS

### **Student Enrollment**

Total Number of students who completed school year = 591

GRADE	INITIAL ENROLLMENT	DROP	ADD	GRAD- UATED	TRANSFER TO SDP	HOME SCHOOL	WHEREABOUTS UNKN.	CHARTER SCHOOL
KINDERGARTEN	76	8	76		8	0	0	0
1 <sup>ST</sup> GRADE	70	15	9		15	0	0	0
2 <sup>ND</sup> GRADE	74	12	5		12	0	0	0
3 <sup>RD</sup> GRADE	86	9	1		9	0	0	0
4 <sup>TH</sup> GRADE	76	15	6		15	0	0	0
5 <sup>TH</sup> GRADE	68	8	6		8	0	0	0
6 <sup>TH</sup> GRADE	60	9	8		8	0	0	0
7 <sup>TH</sup> GRADE	64	11	8		11	0	0	0
8 <sup>TH</sup> GRADE	60	7	9	60	7	0	0	0
TOTAL	564	102	129					

Total number of expulsions=0

Total number required to leave due to promotion=60

Student numbers decrease largely due to families moving to another section of the City of Philadelphia and distance is too far for students to travel.

All enrollment procedures comply with state law and the requirements of the chartering school district. Students are admitted to the Universal Daroff Charter School without prejudice of any kind. To be eligible for admission, a student must provide: 1) proof of appropriate residency, 2) proof of age 3) a completed application form, and 4) proof of immunization.

Enrollment of Kindergarten and First Grade Students:

The admission policy described above applies to kindergarten and First Grade. a child must have celebrated his/her fifth birthday by September 1 in order to be admitted to kindergarten and must have passed his/her six birthday by September 1 in order to be admitted to First Grade.

Students select to remain at UDC because of the steady improvement in the school culture and academic program.

There are currently no supporting documents selected for this section.

## **Transportation**

UDCS abides by the School District of Philadelphia's Transportation Policy, which states:

## **2.4 School District of Philadelphia Transportation Policy**

**I. RESOLVED:** That the current policy for providing transportation for public, parochial and private schools is as follows:

**A student must be a resident of the city of Philadelphia and.....**

- A. Be designated by the Office of Specialized Services as a participant in a Special Education class and whose participation requires that transportation is needed to enable the student to get to school, or
- B. Live more than one mile from his/her neighborhood school and be participating in the voluntary school desegregation program of the School District of Philadelphia, or
- C. Be in grades 1 through 6 and live one mile and a half or further from the neighborhood school, or
- D. Be in grades 1 through 8 and whose route to school is determined to be hazardous by the Pennsylvania Department of Transportation, or

E. Be assigned by the District Administration to attend a school other than his/her regularly assigned school for reasons of overcrowded conditions and be in need of transportation as determined by Transportation Services, or

F. Be one whose extenuating circumstances dictates an extraordinary need for District-provided transportation as recommended by District Administration.

G. Be in grades 7 through 12 and live one mile and a half or further from school to be eligible for Student Transpasses.

H. The Transportation Division of the School District in conjunction with School District administrators will determine the method of transportation, i.e., Yellow School Bus, Cab, Transpass, or Mileage Reimbursement.

I. School Transpasses are provided at no cost to students who meet the District's eligibility requirements.

J. Parental Reimbursement -Parents are paid to drive their children to school when no other service available.

K. Special Education Program

Some pupils, due to the nature of their exceptionality, the severity of their handicap(s), or the location of the appropriate educational program, require special transportation service.

Eligibility Criteria/Guidelines

Transportation for special needs students will be provided in response to a student's Individualized Education Program (IEP) form. Requests must be submitted by the school Administrator.

## **Food Service Program**

UDC does participate in the FRL Program. The food services program is fully serviced and staffed by The School District of Philadelphia.

## Student Conduct

Universal Daorff uses the School District of Philadelphia's Code of Conduct as the basis for its' foundational Single School Culture Program.

The Code of Student Conduct establishes a zero tolerance policy for conduct that endangers the safety of the schools and/or disrupts the educational experience for other students. Every student must follow all of the rules of the Code of Student Conduct before, during, and after school. The Code applies to students in school buildings, on school grounds, at school-related activities, and on the way to or from school. Students must follow these rules on the yellow buses or public transit systems that bring them to school or take them home. The Code also applies to students off school grounds when the conduct may reasonably be expected to undermine or disrupt the proper disciplinary authority of the school or endanger the safety of a Member of the School Community

The home shares the responsibility in the education of our youth; parents and guardians should be sure to know and understand the Code of Student Conduct and their child's school handbook.

This Code of Conduct provides definitions of behavior offenses. Some definitions include examples. These examples are not intended to be an exhaustive list; the behaviors covered by the definitions include, but are not limited to, the examples given.

The safety and security of all school children are our highest priorities, and we are committed to providing a safe learning environment. Parents who have questions or concerns should contact the school principal.

Our intention is to provide corrective instruction to students who do not meet behavioral expectations.

### Behavioral Expectations and Responsibilities

Responsibilities of Everyone maintain the school climate while on campus by being:

- Ρεσπονοσιβλε
- Ρεσπεχτφυλ
- Χοοπερατιπε

Be aware of and clearly communicate the expectations for students and staff.

Motivate students to follow the expectations through positive reinforcement.

<b>Responsibilities of Administrators</b>	<b>Responsibilities of Teachers</b>
Implement the Student Code of Conduct	Maintain a learning environment that

<p>and all disciplinary procedures in a fair and consistent manner.</p> <p>Provide students and parents whose first language is not English with translation and interpretation services free of charge.</p> <p>Inform all school personnel, parents, and students of discipline policies.</p> <p>Review and act upon requests from school personnel concerning violations.</p> <p>Use professional judgment to prevent minor incidents from becoming major problems.</p>	<p>provides for academic success.</p> <p>Teach and positively reinforce rules and regulations concerning student conduct.</p> <p>Hold students accountable for disorderly conduct in school/on school grounds.</p> <p>Address rule violations with multiple strategies.</p> <p>Use professional judgment to prevent minor incidents from becoming major problems.</p>
<p><b>Responsibilities of Students</b></p>	<p><b>Responsibilities of Parents, Advocates, and Guardians</b></p>
<p>Comply with school rules and climate expectations, including the Student Code of Conduct and the School Student Handbook.</p> <p>Respect authority of all school personnel and the rights of other students.</p> <p>Comply with School District’s attendance, dress code, zero tolerance, and bullying policies.</p> <p>Behave in a manner that focuses on academic success.</p> <p>Be responsible and accountable for following rules.</p>	<p>Respect and support school rules and regulations.</p> <p>Respect and support the policies of Universal Schools.</p> <p>Recognize that school personnel must enforce school rules and regulations.</p> <p>Teach the child to respect the rights of others.</p> <p>Emphasize the importance of being prepared for school and the adherence to school rules to foster academic success.</p>

## Student Discipline Policy

Teachers are responsible for the day-to-day discipline in their classrooms within the understanding that teachers have many different roles beyond just disciplinarian. Teachers work with their students to meet their individual needs of their students and work together to find a common ground in the classroom, to ensure that learning can take place. Disciplinary options available to the teachers include: warning, detention, parent-

teacher communication, counseling referral, written assignment, and discipline referral to the Principal.

### **Teacher Detention**

Any Universal Daroff Charter School teacher may assign a teacher's detention to a student. This detention is served at lunch or after school, by giving the student a shortened lunch period (but no shorter than 30 minutes), and may consist of writing an assignment, sitting quietly in a classroom or assisting with cleaning of the campus. School events, activities, or athletics are not valid reasons for missing a detention. After school detentions are typically given in 15 minutes increments, with a maximum of 45 minutes. As a general rule teachers assign a teacher detention for minor classroom misconduct such as: chewing gum, passing notes, making noises, or minor inappropriate conflicts with others. Repeated violations by individuals will be referred to the Principal.

When there is a serious violation of the rules, the student will be referred to the Principal.

### **Administrative Detention**

These detentions are held on any day of the week and on designated Saturdays. During the detention period, students are to sit quietly. No activity such as listening to music, sleeping, etc. is permitted. This detention is served after school or at lunch, by giving the student a shortened lunch period (but no shorter than 30 minutes) and may consist of writing an assignment, sitting quietly in a classroom or assisting with cleaning of the campus. School events, activities or athletics are not valid reasons for missing a detention.

### **Progression of Disciplinary Procedures**

After a student is given a school detention, the student's parent/guardian will be notified by telephone. When a student is given five (5) school detentions, a letter will be sent to the parent/guardian, and the parent/guardian must sign the letter and return it to the school. Upon receiving ten (10) detentions, the parent/guardian will be contacted. At this time a meeting will be held with the student and parent/guardian. Both must be present. At the end of the meeting, a personal "contract" to improve the student's behavior will be developed and signed by the parent/guardian, student, and Principal. At least one parent/guardian, as well as the student must be present at the meeting, which will be held as soon as scheduling allows and will include the school administrator and possibly the Student Discipline Board.

Parents/guardians may at any time request a conference with the Principal to discuss their son/daughter's behavior.

Serious offenses, including cheating and plagiarism, will be handled on an individual basis. For these, it is not necessary to follow the above procedures. Contact with parent/guardian will be made immediately.

A School Detention may be issued for any offense listed above in “Teacher’s Detention,” as well as the following:

1. Failure to report to a teacher’s detention
2. Dress code violation
3. Boisterous conduct in buildings
4. Any type of behavior that is disrespectful or subversive in nature to the administration, faculty, or staff of Universal Daroff Charter School.

### **Disciplinary Probation**

Disciplinary Probation refers to a period of time determined by the Principal, during which a student’s behavior is monitored and evaluated to determine the student’s right to remain at Universal Daroff Charter School. The Disciplinary Probation period is a positive attempt to help the student realize that all choices carry consequences. Therefore, this period is designed to help the student correct his or her behavior. After suspension, a serious, and/or repeated disciplinary problem, the parent/guardian, student, and Principal will sign a probation contract. Failure to adhere to the terms of the contract may result in dismissal from school. A growth plan should be included in this process.

- ◆ Ρεστριχτιον φρομ σπεχιφιεδ σχηοολ σπονσορεδ αχτιπιτιεσ.
- ◆ Πρινχιπαλ/Στυδεντ χονφερενχε ανδ χοντραχτ ωιτη παρεντ σιγνατυρε ισ ρεθυιρεδ

- a) **Probationary Term** The Disciplinary Probation term officially begins with the issuance of the probation notice. The length of probation will be determined by the Principal and may be extended for any violation listed under conduct and behavior.
- b) **Violations** of the probationary conditions will result in a nine-week extension of probation.

## Suspension

Suspension is intended to remove the student from peers and the class environment. This separation provides the student time to reflect on his or her behavior and a possible pattern of behavior that will be more positive.

A student serving *out of school suspension* reports to school at the regular time in full uniform. Each teacher will provide direct instruction and give the student written assignments that he or she must complete under the direct supervision of the Principal or designee. The student will not attend any classes or go out for break. The student will eat lunch in the assigned room. The maximum number of days a student may be suspended is 5 based on Ed Code.

A student may be suspended for any of the following acts:

- Τηφετ, δεστρυχτιον, ορ δεφαχεμεντ οφ σχηοολ ορ περσοναλ προπερτιψ δυριν γ σχηοολ ηουρσ ορ δυρινγ σχηοολ–σπονσορεδ επεντσ. Παρεντσ ωιλλ βε ηε λδ φινανχιαλλψ ρεσπονσιβλε.
- Δεφιανχε, δισρεσπεχτ, ορ αβυσε οφ σχηοολ αυτηοριτιψ
- Ηαρασσμεντ
- Ηαζινγ
- Φιγητινγ
- Προφανιτιψ ορ πυλγαριτιψ ιν ωορδ ορ γεστυρε
- Ναρχοτιχσ ποσσεσσιον ορ υσε (μαριφυανα, δανγερους δρυγσ, ορ οτηερ ηα ρμφυλ συβστανχεσ)
- Σμοκινγ ορ ποσσεσσινγ τοβαχχο προδυχτις ον χαμπυς ορ ατ σχηοολ–σπονσορεδ επεντσ
- Βεινγ υνδερ τηε ινφλυενχε οφ, ορ ποσσεσσινγ, αλχοηολ ορ ανψ χοντρολλεδ συβστανχε ατ σχηοολ ορ ανψ σχηοολ–σπονσορεδ επεντ
- Ωριτινγ ον, ταγγινγ, ορ δεφαχινγ σχηοολ προπερτιψ
- Ανψ ινφραχτιον νοτ λιστεδ βυτ χονσιδερεδ συφφιχιεντλψ σεριους βψ τηε Π ρινχιπαλ

## **Student Discipline Board**

The Student Discipline Board is an advisory committee to the Principal and is comprised of administrator(s) and teachers. Members of the Board may be nominated / elected teachers or teachers who have at least 5 years teaching experience. The Principal convenes the board when needed, is Chair, and is a non-voting member. It is the responsibility of the Principal to have available all pertinent materials for each gathering.

The Discipline Board convenes when a student commits a serious violation of the discipline code or has broken the terms of his or her particular Contract (Attendance/Academic, Personal, Disciplinary Probation). The Board recommends to the Principal its conclusion(s). It may recommend disciplinary action, terms of probation, suspension duration, and/or withdrawal from the school or expulsion. At least one parent/guardian and the student must be present.

The Principal may meet with the Discipline Board for advice and to review and evaluate the Discipline Code and to submit any recommendations to the Principal for approval. The Principal appoints members to the Discipline Board.

### **Expulsion**

***A student may be expelled from Universal Daroff Charter School for any of the following major violations or for repeating any violation listed under suspension Length of expulsion is determined by the Discipline Board and at the time of the act in question.***

- Βρανδισηινγ α κνιφε ατ ανοτηερ περσον, ορ ποσσεσσιον ορ υσε οφ ανψ ωεα πονσ ορ φιρεαρμσ ον σχηοολ πρεμισεσ ορ ατ σχηοολ σπονσορεδ επεντσ
- Ποσσεσσιον οφ αν εξπλοσιτωε
- Υνλαωφυλλψ σελλιινγ α χοντρολλεδ συβστανχε ινχλυδινγ προπιδινγ ορ σελ λινγ ναρχοτιχσ οφ ανψ κινδ (ιμμεδιατε εξπυλσιον)
- Ινφλιχτινγ ορ χαυσιινγ βοδιλψ ηαρμ το ανψ περσον ον χαμπυσ
- Χομμιτινγ ορ αττεμπτινγ το χομμιτ α σεξυαλ ασσαυλτ ορ χομμιτινγ α σεξ υαλ βαττερψ
- Ασσυαυλτ ορ βαττερψ, ορ ανψ τηρεατ οφ φορχε ορ πιολενχε διρεχτεδ τοωαρ δ ανψονε
- Φιγητινγ



In all cases of suspension or expulsion, alternate instruction will be provided within 24 hours of such suspension or expulsion and shall consist of actual instruction as well as all assignments for the duration of the suspension, and for a reasonable period after expulsion (the period of time necessary for a student to enroll in a district school, charter school or private school pursuant to the compulsory education laws).

### **Record Keeping and Transfer**

All suspensions and expulsions will be documented in writing including student name, description of incident, and disciplinary action taken. As charter schools are subject to the federal Family Education Rights and Privacy Act of 1975 (FERPA) which requires a school to protect a student's privacy, the Elementary Academy will not disclose any personally identifying information from the student's permanent records except as authorized pursuant to FERPA, or in response to a subpoena, as required by law, including FOIL. The parent/guardian of a student under eighteen years of age, or student eighteen years of age or older, is entitled to access the student's school records by submitting a written request to the School Leader. Further information concerning the disclosure of student information and limitations on such disclosure may be found in FERPA. If students have records with the City of Philadelphia Department of Education, they will be transferred in compliance with FERPA regulations.

### **Search and Seizure**

The following rules apply to the search of school property assigned to a specific student and the seizure of illegal items found therein:

1. School authorities will make an individual search of student's book bag, desk, lockers, cubbies, and person only when there is reasonable suspicion to believe that a student is in the possession of an item which is prohibited on school property or which may be used to disrupt or interfere with the educational process.
2. Searches will be conducted under the authorization of the School Leader or designee. Items which are prohibited on school property, or which may be used to disrupt or interfere with the educational process, may be removed from student's desks, book bag, lockers, cubbies, and person by school authorities.

### **Off -Campus Events**

Students at school sponsored off-campus events will be governed by all the guidelines of the Elementary Academy and are subject to the authority of school staff. Failure to obey the lawful instruction of school staff will result in a loss of eligibility to attend school sponsored off campus events and may result in additional disciplinary measures in accordance with the Code of Conduct.

## **PARENTAL PROCESS FOR CONCERNS**

Parents/guardians and teachers can address problems, issues, and/or concerns by following the process listed below:

1. Schedule an appointment with the Assistant Principal or his designee to discuss and resolve problems, issues, or concerns.
2. As a result of any unsatisfactory resolution, parents may request an appointment with the Assistant Principal to express and rectify their concerns. If a decision is reached that is still unsatisfactory to parent/guardian, then the parent has the right to request a meeting with the Principal to resolve the issue.

## **STUDENTS DUE PROCESS RIGHTS**

The Board recognizes that exclusion from the education program of the Universal Daroff Charter School, whether by in-school suspension, suspension, or expulsion is a severe sanction that can be imposed upon a student. However, no such reprimand can be imposed without due process:

This process includes all of the following:

- Investigation by school administration
- Parent notification by the administration, or his/her designee
- Rendering of a school-based decision which may be appealed through parental complaint outlined above
- Post-conference with school administration

### **Student Conduct - Attachment**

- 2010-2011 STUDENT/PARENT COMPACT

### **Signature Page**

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

### **School Year: 2012**

The Universal Daroff Charter School 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.**

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**Board President**

**Date**

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

**Date**

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

## Assurance for Compliance with the Public Official & Employee Ethics Act

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

The Universal Daroff Charter School 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:** Abdur-Rahim Islam **Title:** President

**Phone:** 215-732-6518 **Fax:** 215-732-6519

**E-mail:** arislam@universalcompanies.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:** Abdur-Rahim Islam **Title:** CEO

**Phone:** 215-732-6518 **Fax:** 215-732-6519

**E-mail:** arislam@universalcompanies.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:** Eve Carter **Title:** VP, Special Education

**Phone:** 215-546-1880 **Fax:** 215-545-2647

**E-mail:** ecarter@universalcompanies.org

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*Signature of the Special Education Contact Person and Date*

**Signature Page - Attachment**

- Daroff Signature Page