Pennsylvania Department of Education

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

Charter Annual Report

Tuesday, May 07, 2013
(Last Accepted: Wednesday, July 25, 2012)

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CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Summary Data Part I

Charter School Annual Report
Summary Data
2011 - 2012

Name of School: Universal Institute CS

Date of Local Chartering School Board/PDE Approval: 1998

Length of Charter: 14 years **Opening Date:** 1999

Grade Level: K - 8 **Hours of Operation:** 8:30PM - 3:15pm

Percentage of Certified Staff: 59.7% **Total Instructional Staff:** 37

Student/Teacher Ratio: 23:1 **Student Waiting List:** 72

Attendance Rate/Percentage: 95.37%

Summary Data Part II

Enrollment: 578 **Per Pupil Subsidy:** Regular Ed 8608 / SpEd 18512

Student Profile

American Indian/Alaskan Native:	0
Asian/Pacific Islander:	1.55%
Black (Non-Hispanic):	98.78
Hispanic:	.35%
White (Non-Hispanic):	.17%
Multicultural:	1%

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 75%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 56

Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	0	0	180	180	180	0	180
Instructional Hours	0	0	1055	1055	1055	0	1055

SECTION I. EXECUTIVE SUMMARY

Educational Community

Universal Institute Charter School, (hereafter referred to as UICS) located in South Central Philadelphia, is an urban school with a population serving up to 621 students in grades K — 8. There are 32 grade-level teachers. UICS is a Title I schoolwide Project School. Approximately 77% of the students qualify for the free and reduced breakfast and lunch programs. The composition of our school constituency is 100% African American. The population attending the school is approximately 80%, low to moderate-income level, 19% middle-income. The percentage of students who come from single parent homes is 65%. Additionally, families with disabilities is 10% and families with children with chronic illness is 10%. The mission of the Universal Institute Charter School is to provide a School to Career academic program that emphasizes self-sufficiency, civic responsibility and problem solving through mathematics, language arts and the sciences. The educational program will utilize community resources within the Universal Institute's immediate neighborhood through a variety of before, during, and after school partnerships with families, business, social agencies, civic groups and community organizations to enhance the academic program and to support students and their families.

To accomplish this mission, the Universal Institute Charter School is driven by:

- The adoption of the School District of Philadelphia's Core Curriculum;

- A maximum level of family, business, community and civic involvement in the academic program;

- An educational program in which high exceptions and a performance driven approach that is emphasized through Project Based Learning as a school to career teaching and learning strategy;

- A focus on authentic, alternative assessment tied to real world experiences;

- On going and consistent staff training on current trends research driven instructional practices, unique ideas, and curriculum resources.

A comprehensive assessment of the implementation needs of the Universal Institute Charter School site consists of several key activities, including:

- The creation and communication of vision, the development and dissemination of vision to all stakeholders, including staff, students, parents and community groups.
- The collection of needs and data and delineated planning tasks, including data on student characteristics and needs, staffing, resources and patterns, school improvement goals, school policies and school-wide practices, classroom teaching practices, district and school curricula and standards, physical facilities, school records, and program educator reports, as well as family involvement programs and policies.
- A discussion of the program development needs, including: alignment of instruction to curriculum, performance standards, implementation standards and requirements, identification of resources and supports.
- Needs identification among the school staff who will be responsible for establishing and maintaining a high degree of program implementation.

As a result of a review of our needs assessment, we have found the following areas needing improvement School-wide coordinated curriculum alignment process to adapt instruction in individual needs of all students.

- A school structure to support grade groups and leadership team;
- Communications that focus on the parent role in increasing student progress. Our current parent participation in workshops is improving. We hope to increase our participation and volunteerism rate to 50%.
- Community outreach collaborations to offer additional course content with advanced literature, mathematics, and science; entrepreneurship business formation, interscholastic academic competition, interscholastic athletics, music appreciation and instruction, expressive arts emphasizing dance and drama. To produce an overall enhancement of student self-confidence, self- sufficiency, and civic responsibility, as well as development of problem solving, teamwork and leadership skills.

With the infusion of our school improvement plan, our school has seen student a significant outcomes related to our school goal of reaching annual yearly progress. The mission of the Universal Institute Charter School is to provide a School to Career academic program that emphasizes self-efficiency, civic responsibility and problem solving through mathematics, language arts and the sciences. The educational program will utilize community resources within the Universal Institute's immediate neighborhood through the variety of programs to support students and their families.Universal Institute Charter School uses the School to Career model of

instruction, curriculum and assessment that prepares students for success in the world of work, further education, employment, entrepreneurship, and/or service to the community.

Mission

The Mission of Universal Institute is to improve the quality of teaching and academic programming for students. We continue to provide our teachers and administrators with professional development opportunities that enhance the learning environment. Our areas of focus continue to be reading, writing and mathematics for all students, inclusive of special needs students and English Language Learners.

To better impact achievement results, Universal employs a school-wide specific remedial model and an enrichment model that address various teaching and learning styles. Students have access to and are encouraged to participate in all aspects of academic and extracurricular opportunities available to them. A significant amount of time is devoted to data analysis linked to student work and to professional development linked to teaching strategies that address specific student needs.

The value added approach to the Universal plan includes but not limited to the following educational enhancement:

• WRITING AS LEARNING PROGRAM
• LONGER SCHOOL DAY / EXTENDED SCHOOL YEAR
• SMALLER CLASS SIZE
• IN CLASS SUPPORT/ACADEMIC SPECIALISTS
• PERSONAL EDUCATION PLANS
• SATURDAY SCHOOL
• AFTER SCHOOL PROGRAMS
• FAMILY AND STUDENT RESOURCE CENTER
• LITERACY AND MATH CLINICS
• WINTER AND SUMMER LEARNING PACKETS
• SUMMER SCHOOL CAMP
• SMARTY CARDS TEST PREP PROGRAM
• HOME LINKS STANDARDIZED HOMEWORK PROGRAM
• TECHNOLOGY ASSISTED TEACHING & LEARNING PROGRAMS
• HIGHLY QUALIFIED TEACHERS / CLASSROOM ASSISTANTS
• SAFETY & CLIMATE MANAGER
• TEACHER WORK TEAMS / COMMON PLANNING TIME
• STUDENT INTERVENTIONS/REGROUPINGS

Vision

The vision of the Universal Institute Charter School is to provide a School -To - Career Academic Program that emphasizes self-sufficiency, civic responsibility and problem solving through Mathematics, Language Arts and the Sciences. The educational program will utilize community resources within the Universal Institute's immediate neighborhood through a variety of before, during, and after school partnerships with families, businesses, social agencies, civic groups and community organizations to enhance the academic program and to support students and their families.

Shared Values

A. At Universal Companies, we are in the people business, the business of rebuilding people, families and communities within the African American urban communities. Our Mission is to create educational, cultural, and economic wealth within historically poor African American centers by tearing down the systemic and inter-related barriers that exist. -We call this the Universal Plan.

B. The vision of Universal Companies is to create a community re-development model which rebuilds the community systems (infrastructure) in The Greater South Philadelphia area by developing and implementing a comprehensive and holistic approach to community development that addresses issues of real estate, economic development, small business creation, k-12 through adult education, social supportive services, medical services, health services, and technology.

Academic Standards

UICS follows the state standards of Pennsylvania in the choices of curriculum. Efforts are made to use up-to-date curriculum's in all areas. The teachers are provided professional development in core content area and lesson plans are checked weekly for each teacher in the areas of standards, assessments, best practices in methodology and innovation. Curricula is research-based and organized by grade level. A scope and sequence is developed for several areas with development in the areas where new curriculum is being implemented for the upcoming year. Enrichment, reinforcement, assessment and re-teaching being consistent with components in lesson plans and program development.

Staff are trained to provide direct instruction, project based learning, cooperative learning and individual study to the students. Professional Development are provided each week at the grade group level and monthly staff wide opportunities.

In an effort to track student progress towards the annual goals of AYP the following has been implemented: Use of 4Sight, MindPlay Benchmarks, DRA, Action 100 and teacher designed assessments.

1. READING

At least 83% of all students will be proficient in Reading, as measured by the annual State-wide PSSA assessments through the use of the following texts and materials: Trophies, Jr. Great Books and 100 Book Challenge.

2. MATHEMATICS

At least 83% of all students will be proficient in Mathematics, as measured by the annual State-wide PSSA assessments via the following materials: Everyday Math.

3. STUDENT PARTICIPATION IN STATE ASSESSMENTS

At least 95% of eligible students will participate in required State wide assessments. Students will participate in the 4Sight Benchmarks.

4. STUDENT ATTENDANCE

Student attendance in school will improve continuously (to an average of at least 90% by 2014).

Strengths and Challenges

Areas of strengths include the writing program across each grade level in the school. Maintaining what we are doing with a higher expectation to increase the numbers of students in the proficient area.

Challenges include increasing the number of students at proficiency in reading and math across grade levels. A stronger focus is needed in the fourth and six grade math. Students that have IEP's will need to be provided with additional interventions in both reading and math content areas.

Additional Strengths include:

- Small class size (ratio of 1 teacher per 23 students)
- Differentiated instruction (heterogeneous grouping, gifted and remedial programs)
- Extended school day
- Extended school year
- Before and After School Programs
- Saturday Programs (Science, Art, and Test Sophistication, Character Education, Rites of Passage)
- Specialist Teachers (Music, Art, Technology, and Science)
- Technology Labs

Areas Needing Improvement include:

- School Wide AYP Goal Strengthen
- Parental Involvement
- Strengthen Community Partnerships

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

A unique feature of UICS's SIP is the data based staffed development component. This component includes basic training which provides the overview of the SIP, Individualized training for classroom implementation. On-going technical support to teachers is provided as well. This support includes assessment of the degree of program implementation, comprehensive feedback, planning and continuous professional development. An important component of the model includes a sophisticated communication and support system utilizing building resource facilitators, to support implementation efforts of classroom teachers.

There will be a shift in current classroom practice from predominately teacher led, whole-class instruction to a combination of whole class, small group, and individualized instruction. Within our SIP there will be:

- Emphasis on the diagnostic-prescriptive process.
- High teacher expectations for student achievement.

- An organizational structure that support a “true teaming process’ that includes the special, regular, and Title I educational instruction.
- A shift to increased student self-responsibility in learning and achievement.
- A variety of assessment techniques such as portfolio, performance based, and curriculum based, assessments as well as standardized testing aligned in accordance with high priority state and district standards.

An external partner facilitates a training sequence for teachers and principals. Staff development begins with (2) weeks of intensive full day sessions in the summer to share the vision and overall Universal Plan. This is followed up with 15 additional days throughout the school year. There is a commitment to providing the time necessary to achieve a high degrees of program implementation. Resource facilitators are trained in coaching, communication, collaboration, and coordination. In addition to the comprehensive professional development sequence, facilitators hold continuing workshops, which are needs based, throughout the year to address the concerns of faculty staff, administration and parents.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Dawan, Shahied	CFO Universal Companies	Board Member	Principal
Islam, Abdul-Rahim	CEO Universal companies	Board Member	Board
Islam, Renee	School Advisory Committee	Parent	John Walker, Principal
Jacqueline Saaba	UICS	Parent	Principal
Johnny Walker	Principal/CAO	Administrator	Board
Lewis, Eve	Corporate Manager	Business Representative	Principal
Matthew Crooke	UICS	Elementary School Teacher	Staff
Zenobia Shah	UICS	Administrator	Principal

Goals, Strategies and Activities

Goal: Character Education

Description: Provide a Character Education model that speaks to the Afro Centric prospective and allows students the opportunity to learn how to respect themselves and others and develop appropriate social skills through as series of Monthly Themes that focus on the principals of the Nguzu Saaba

Strategy: Character Education

Description: On a daily basis school-wide focus on character development through respect for oneself and others are demonstrated through the use and understanding of seven principles

which include unity, self-determination, collective work and responsibility, cooperative economics, purpose and creativity, and faith.

Activity: Celebrate Success

Description: Assemblies with performance from each grade demonstrating 4 principles including unity, self determination and collective work and responsibility, and creativity.

Person Responsible	Timeline for Implementation	Resources
Johnny Walker	Start: 1/1/2007 Finish: Ongoing	$55,000.00

Status: In Progress — Upcoming

Date	Comment
9/24/2009	Monthly assemblies in recognition of student accomplishments continue to occur at the end of the month.

Activity: Pearls of Wisdom & Boys to Men

Description: Character Enhancement Leadership Etiquette program for middle school students.

Person Responsible	Timeline for Implementation	Resources
Johnny Walker	Start: 10/3/2011 Finish: Ongoing	-

Status: In Progress — Upcoming

Goal: Information Distribution Network

Description: Provide School to Career/Project Based Learning curriculum framework through the use of technology

Strategy: Develop an on-going program of in-service training that will help teachers and teaching assistants become effective users of technology anf facilitators with children

Description: This will provide a grade appropriate ability to select and apply the tools of technology as they relate to communication and will be demonstrated on attainment of a score of

80 out of 100-or higher- by 85% of the students on a rubric guided evaluation of technology projects.

Activity: Technology Service & Network

Description: Communication Workstation, ISP, Productivity software, Online Subscription, maintenance Contractor, Equipment, Router tape firewall Servers Wireless AP Cabling Net Electrid LAN Maintenance Wire and Cable maintenance Distance Learning Equipment PVBX PBX

Person Responsible	Timeline for Implementation	Resources
Johnny Walker	Start: 1/1/2007 Finish: Ongoing	$913,842.00

Status: In Progress — Upcoming

Activity: Test Preparation

Description: Students in grades 3rd - 8th will use electronic version of 4Sight math and reading to prepare for PSSA testing in same subjects.

Person Responsible	Timeline for Implementation	Resources
Johnny Walker	Start: 1/1/2007 Finish: Ongoing	-

Status: In Progress — Upcoming

Date	Comment
9/24/2009	testing occurs in 6 week cycles in the subjects of math and reading.

Goal: MATHEMATICS

Description: At least 63% of all students will be proficient in Mathematics, as measured by the annual state-wide PSSA assessments.
As well as monitored by quarterly 4-Sights Assessments and Study Island informal Assessments.

Strategy: MATHEMATICS Instructional Time

Description: Increased instructional devoted to mathematics. Provided extensive inservice training

Activity: Home Links

Description: School-wide standardized homework for grades five through eight in reading and math. Home Link assignments mirror the format of the PSSA assessment including directions and prompts for writing. Teachers are trained on how to implement Home Links and on the rationale and steps to implementations

Person Responsible	Timeline for Implementation	Resources
Johnny Walker	Start: 9/1/2010 Finish: 3/30/2012	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	7	40

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Universal Institute Charter School	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Implementations and rationale of Home Links.		*For classroom teachers, school counselors and education specialists:* • Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. • 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:* • Empowers leaders to create a culture of teaching and learning, with an emphasis

on learning.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
• Classroom teachers • Principals / asst. principals • Other educational specialists	• Middle (grades 6-8) • Elementary (grades 2-5)	• Reading, Writing, Speaking & Listening • Mathematics

Follow-up Activities	Evaluation Methods
• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers	• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Classroom student assessment data • Review of written reports summarizing instructional activity

Status: Complete

Activity: Literacy Centers

Description: Small group instruction during writing, centered on activities aligned with eligible contents. Teachers will work with one group at a time on guided Reading. Activities will be designed and provided by academic coaches.

Person Responsible	Timeline for Implementation	Resources
Johnny Walker	Start: 9/5/2011 Finish: 7/31/2013	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	30	40

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Universal Institute Charter School	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Teachers will learn		*For classroom teachers, school counselors*

various activities to present in training.

and education specialists:

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.

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.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
• Classroom teachers	• Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5)	• Reading, Writing, Speaking & Listening • Mathematics

Follow-up Activities	Evaluation Methods
• Creating lessons to meet varied student learning styles	

Status: In Progress — Upcoming

Activity: Study Island

Description: Study Island is a web-based instruction, practice and reporting program built form Pennsylvania State standards. It is designed to engage students with rigorous academic content that is fun and engaging. this program is a research-based, and approved b the Pennsylvania Department of Education. Study Island will be used to support PSSA preparation.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 10/3/2011	-

Finish: Ongoing

Status: In Progress — Upcoming

Strategy: PSSA test preperation

Description: 4Sight Benchmarks will be used to help students prepare to take the PSSA tests.

Activity: 4Sight testing

Description: Bench mark testing grade 3 - 8. this is a predictive assessment tool based on PSSA eligible content given five times a year, in reading and math. This tool is utilized by teachers and school leaders to inform instruction.

Person Responsible	Timeline for Implementation	Resources
Johnny Walker	Start: 10/1/2010 Finish: 6/26/2012	$90,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
4.00	11	37

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Universal Institute Charter School	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Differentiated Instruction Use Data to drive Instruction Best 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. *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.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
• Classroom teachers	• Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5)	• Reading, Writing, Speaking & Listening • Science and Technology • Mathematics

Follow-up Activities	Evaluation Methods
• 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 • Lesson modeling with mentoring	• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Participant survey • Review of participant lesson plans • Review of written reports summarizing instructional activity • Portfolio

Status: In Progress — Overdue

Date	Comment
7/27/2009	Last set of bench marks were completed in May 2009
9/24/2009	The 4Sight testing is an ongoing evaluation of students progress and continues into the 2009-2010 school year.

Activity: Grade Group Meetings

Description: Teachers will meet eery week with the Assistant Principal of Academics and the Academic Coach to discuss lesson planning, and Eligible Content. These meetings will help

guide the implementation of best practices in the classroom. Teachers will have an opportunity to ask questions as well as look at student work amongst the grades.

Person Responsible	Timeline for Implementation	Resources
Johnny Walker	Start: 9/1/2007 Finish: Ongoing	-

Status: In Progress — Upcoming

Activity: Test Preparation

Description: Students in grades 3rd - 8th will use electronic version of 4Sight math and reading to prepare for PSSA testing in same subjects.

Person Responsible	Timeline for Implementation	Resources
Johnny Walker	Start: 1/1/2007 Finish: Ongoing	-

Status: In Progress — Upcoming

Date	Comment
9/24/2009	testing occurs in 6 week cycles in the subjects of math and reading.

Goal: MATHEMATICS

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

Strategy: Alignment of Curriculum and Instruction to Eligible Content in Reading and Math

Description: All teachers across grades will be provided with standards-based materials for planning and instruction. In reading students will use 100 Book Challenge, Elements of Literature, Trophies, Junior Great Books, Measuring Up, Words Their Way, Homelinks, Writing as learning, Strategies for Writers, and Words on the Vine. Math strategies will include Study Island, CRQ, progress in math, Mad Minutes, Homelinks and Everyday math.

Activity: Action 100 - 100 Book Challenge Intervention Program

Description: Action 100 is American Reading Company's most comprehensive intervention

program with a 12-step professional development initiative to ensure the success of all schools and student sub-groups. Teacher and administrator learning is front loaded early and often so that Action 100 is fully and effectively implemented from the first day of school. UICS will provide teachers with thirty days of professional development.

Person Responsible	Timeline for Implementation	Resources
Johnny Walker	Start: 9/1/2010 Finish: Ongoing	$200,000.00

Status: In Progress — Upcoming

Activity: Grade Group Meetings

Description: Teachers will meet eery week with the Assistant Principal of Academics and the Academic Coach to discuss lesson planning, and Eligible Content. These meetings will help guide the implementation of best practices in the classroom. Teachers will have an opportunity to ask questions as well as look at student work amongst the grades.

Person Responsible	Timeline for Implementation	Resources
Johnny Walker	Start: 9/1/2007 Finish: Ongoing	-

Status: In Progress — Upcoming

Activity: Home Links

Description: School-wide standardized homework for grades five through eight in reading and math. Home Link assignments mirror the format of the PSSA assessment including directions and prompts for writing. Teachers are trained on how to implement Home Links and on the rationale and steps to implementations

Person Responsible	Timeline for Implementation	Resources
Johnny Walker	Start: 9/1/2010 Finish: 3/30/2012	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	7	40

Organization or Institution	Type of Provider	Provider's Department of

Name		Education Approval Status
Universal Institute Charter School	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Implementations and rationale of Home Links.		*For classroom teachers, school counselors and education specialists:* • Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. • 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:* • Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
• Classroom teachers • Principals / asst. principals • Other educational specialists	• Middle (grades 6-8) • Elementary (grades 2-5)	• Reading, Writing, Speaking & Listening • Mathematics

Follow-up Activities	Evaluation Methods
• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers	• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Classroom student assessment data • Review of written reports summarizing instructional

activity

Status: Complete

Activity: Study Island

Description: Study Island is a web-based instruction, practice and reporting program built form Pennsylvania State standards. It is designed to engage students with rigorous academic content that is fun and engaging. this program is a research-based, and approved b the Pennsylvania Department of Education. Study Island will be used to support PSSA preparation.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 10/3/2011 Finish: Ongoing	-

Status: In Progress — Upcoming

Strategy: PSSA test preperation

Description: 4Sight Benchmarks will be used to help students prepare to take the PSSA tests.

Activity: 21st Century Extended Day Program

Description: Monday through Friday students will receive additional academic support after school. The Enrichment program will be taught by teachers, according to student needs.

Person Responsible	Timeline for Implementation	Resources
Zenobia Shah	Start: 7/1/2010 Finish: 8/30/2013	$225,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	9	40

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Universal Institute Charter School	• School Entity	Approved

Knowledge and Skills	Research and Best	Designed to Accomplish

	Practices
	For classroom teachers, school counselors and education specialists: • Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. • 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
• Classroom teachers	• Middle (grades 6-8) • Elementary (grades 2-5)	• Reading, Writing, Speaking & Listening • Arts & Humanities • Mathematics

Follow-up Activities	Evaluation Methods
• Team development	• Student PSSA data

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

- Standardized student assessment data other than the PSSA
- Participant survey

Status: In Progress — Upcoming

Goal: Professional Conduct

Description: Toward these goals, as part of the Universal Family of Schools, the Teacher Induction Program emphasizes teacher training in the following areas: Data based decision making that informs instructional practice Awareness and utilization of Standards Aligned System of resources Effective classroom organization, management, procedures, and protocols Diverse use of research based instructional practices Awareness, appreciation and understanding of school culture and community Life long learning and professional growth Teamwork and collaboration As a result of the Teacher Induction Plan, teachers will be able to demonstrate: Development of lessons aligned with core standards Instruct students with a variety of teaching and learning strategies Utilize effective implementation of resources in the SAS Pennsylvania system of resource information Work in collaborative teacher study groups Employ effective school to home communication Demonstrate an understanding and a sense of respect

Strategy: Develop an on-going program of in-service training that will help teachers and teaching assistants become effective users of technology anf facilitators with children

Description: This will provide a grade appropriate ability to select and apply the tools of technology as they relate to communication and will be demonstrated on attainment of a score of 80 out of 100-or higher- by 85% of the students on a rubric guided evaluation of technology projects.

Activity: Professional Practice and Conduct for Educators

Description: Review of the following Practices. 235.5. Conduct. 235.6. Legal obligations. 235.7. Certification. 235.8. Civil rights. 235.9. Improper personal or financial gain. 235.10. Relationships with students. 235.11. Professional relationships.

Person Responsible	Timeline for Implementation	Resources
Johnny Walker	Start: 9/1/2011 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
2.00	1	50

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Universal Institute Charter School	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
235.5. Conduct. 235.6. Legal obligations. 235.7. Certification. 235.8. Civil rights. 235.9. Improper personal or financial gain. 235.10. Relationships with students. 235.11. Professional relationships.		*For classroom teachers, school counselors and education specialists:* • Empowers educators to work effectively with parents and community partners. *For school and district administrators, and other educators seeking leadership roles:* • Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. • Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. • Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level

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

- Early childhood (preK-grade 3)
- Middle (grades 6-8)
- Elementary (grades 2-5)

Follow-up Activities	Evaluation Methods
• Peer-to-peer lesson discussions • Journaling and reflecting	• Participant survey

Status: Complete

Activity: Universal Policies and Procedures

Description: Toward these goals, as part of the Universal Family of Schools, the Teacher Induction Program emphasizes teacher training in the following areas: Effective classroom organization, management, procedures, and protocols Diverse use of research based instructional practices Awareness, appreciation and understanding of school culture and community Employ effective school to home communication Demonstrate an understanding and a sense of respect

Person Responsible	Timeline for Implementation	Resources
Johnny Walker	Start: 9/7/2011 Finish: 6/29/2012	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	5	40

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
		For classroom teachers, school counselors and education specialists: • Enhances the educator's

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

Educator Groups Which Will Participate in this Activity

Role	Grade Level
• Classroom teachers • Principals / asst. principals • School counselors • Other educational specialists	• Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5)

Follow-up Activities	Evaluation Methods
• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers	• Participant survey

- Analysis of student work, with administrator and/or peers
- Peer-to-peer lesson discussions

Status: In Progress — Overdue

Goal: READING

Description: At least 65% of all students will be proficient in Reading, as measured by the annual state-wide PSSA assessments.
PSSA / Quarterly 4_Sight Formative Assessments and Action 100 Status Checks

Strategy: Alignment of Curriculum and Instruction to Eligible Content in Reading and Math

Description: All teachers across grades will be provided with standards-based materials for planning and instruction. In reading students will use 100 Book Challenge, Elements of Literature, Trophies, Junior Great Books, Measuring Up, Words Their Way, Homelinks, Writing as learning, Strategies for Writers, and Words on the Vine. Math strategies will include Study Island, CRQ, progress in math, Mad Minutes, Homelinks and Everyday math.

Activity: 4Sight testing

Description: Bench mark testing grade 3 - 8. this is a predictive assessment tool based on PSSA eligible content given five times a year, in reading and math. This tool is utilized by teachers and school leaders to inform instruction.

Person Responsible	Timeline for Implementation	Resources
Johnny Walker	Start: 10/1/2010 Finish: 6/26/2012	$90,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
4.00	11	37

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status

Universal Institute Charter School	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Differentiated Instruction Use Data to drive Instruction Best 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. *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.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
• Classroom teachers	• Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5)	• Reading, Writing, Speaking & Listening • Science and Technology • Mathematics

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

meet varied student learning styles
- Lesson modeling with mentoring

Status: In Progress — Overdue

Date	Comment
7/27/2009	Last set of bench marks were completed in May 2009
9/24/2009	The 4Sight testing is an ongoing evaluation of students progress and continues into the 2009-2010 school year.

Activity: Home Links

Description: School-wide standardized homework for grades five through eight in reading and math. Home Link assignments mirror the format of the PSSA assessment including directions and prompts for writing. Teachers are trained on how to implement Home Links and on the rationale and steps to implementations

Person Responsible	Timeline for Implementation	Resources
Johnny Walker	Start: 9/1/2010 Finish: 3/30/2012	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	7	40

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Universal Institute Charter School	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Implementations and rationale of Home Links.		*For classroom teachers, school counselors and education specialists:* • Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

- 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:

- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
• Classroom teachers • Principals / asst. principals • Other educational specialists	• Middle (grades 6-8) • Elementary (grades 2-5)	• Reading, Writing, Speaking & Listening • Mathematics

Follow-up Activities	Evaluation Methods
• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers	• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Classroom student assessment data • Review of written reports summarizing instructional activity

Status: Complete

Activity: Literacy Centers

Description: Small group instruction during writing, centered on activities aligned with eligible contents. Teachers will work with one group at a time on guided Reading. Activities will be designed and provided by academic coaches.

Person Responsible	Timeline for Implementation	Resources

Johnny Walker	Start: 9/5/2011 Finish: 7/31/2013	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	30	40

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Universal Institute Charter School	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Teachers will learn various activities to present in training.		*For classroom teachers, school counselors and education specialists:* • Enhances the educator's content knowledge in the area of the educator's certification or assignment. *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.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
• Classroom teachers	• Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5)	• Reading, Writing, Speaking & Listening • Mathematics

Follow-up Activities	Evaluation Methods
• Creating lessons to meet varied student learning	

styles

Status: In Progress — Upcoming

Activity: Test Preparation

Description: Students in grades 3rd - 8th will use electronic version of 4Sight math and reading to prepare for PSSA testing in same subjects.

Person Responsible	Timeline for Implementation	Resources
Johnny Walker	Start: 1/1/2007 Finish: Ongoing	-

Status: In Progress — Upcoming

Date	Comment
9/24/2009	testing occurs in 6 week cycles in the subjects of math and reading.

Strategy: Learn to read independently

Description: Increased instructional time devoted to reading in the non-fiction area. Increased modeling meta-cognitive strategies for comprehending non-fiction text. Provide extensive in-service training.

Activity: 21st Century Extended Day Program

Description: Monday through Friday students will receive additional academic support after school. The Enrichment program will be taught by teachers, according to student needs.

Person Responsible	Timeline for Implementation	Resources
Zenobia Shah	Start: 7/1/2010 Finish: 8/30/2013	$225,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	9	40

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status

Universal Institute Charter School	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
		For classroom teachers, school counselors and education specialists: • Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. • 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
• Classroom teachers	• Middle (grades 6-8) • Elementary	• Reading, Writing, Speaking & Listening • Arts & Humanities

(grades 2-5)

- Mathematics

Follow-up Activities	Evaluation Methods
• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions • Lesson modeling with mentoring	• Student PSSA data • Standardized student assessment data other than the PSSA • Participant survey

Status: In Progress — Upcoming

Activity: Action 100 - 100 Book Challenge Intervention Program

Description: Action 100 is American Reading Company's most comprehensive intervention program with a 12-step professional development initiative to ensure the success of all schools and student sub-groups. Teacher and administrator learning is front loaded early and often so that Action 100 is fully and effectively implemented from the first day of school. UICS will provide teachers with thirty days of professional development.

Person Responsible	Timeline for Implementation	Resources
Johnny Walker	Start: 9/1/2010 Finish: Ongoing	$200,000.00

Status: In Progress — Upcoming

Activity: Comprehension and Reading Skill

Description: Professional Development will be given with examples and explanation of the use of 4-Sight program to provide individualized student assignments in weak areas.

Person Responsible	Timeline for Implementation	Resources

Johnny Walker	Start: 9/12/2007 Finish: 6/30/2014	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	4	25

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Universal Institute Charter School	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Ability to provide individualized student anecdotes for weakness in reading as detected by the Princeton Review Benchmark system		*For classroom teachers, school counselors and education specialists:* • Enhances the educator's content knowledge in the area of the educator's certification or assignment. • Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. • Empowers educators to work effectively with parents and community partners. *For school and district administrators, and other educators seeking leadership roles:* • Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. • Provides leaders with the ability

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

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
• Classroom teachers • Principals / asst. principals • School counselors • Other educational specialists	• Middle (grades 6-8) • Elementary (grades 2-5)	• Reading, Writing, Speaking & Listening • Science and Technology • Arts & Humanities • Civics and Government • Mathematics • History • Career Education and Work • Geography

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

Status: Complete

Date	Comment
7/23/2009	Students are making steady progress up 2% from last year

Activity: Grade Group Meetings

Description: Teachers will meet eery week with the Assistant Principal of Academics and the Academic Coach to discuss lesson planning, and Eligible Content. These meetings will help guide the implementation of best practices in the classroom. Teachers will have an opportunity to ask questions as well as look at student work amongst the grades.

Person Responsible	Timeline for Implementation	Resources
Johnny Walker	Start: 9/1/2007 Finish: Ongoing	-

Status: In Progress — Upcoming

Activity: Study Island

Description: Study Island is a web-based instruction, practice and reporting program built form Pennsylvania State standards. It is designed to engage students with rigorous academic content that is fun and engaging. this program is a research-based, and approved b the Pennsylvania Department of Education. Study Island will be used to support PSSA preparation.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 10/3/2011 Finish: Ongoing	-

Status: In Progress — Upcoming

Goal: STUDENT ATTENDANCE (any school that does not graduate seniors)

Description: Student attendance will meet a 90% threshold and/or show growth.

Strategy: Character Education

Description: On a daily basis school-wide focus on character development through respect for oneself and others are demonstrated through the use and understanding of seven principles which include unity, self-determination, collective work and responsibility, cooperative economics, purpose and creativity, and faith.

Activity: Celebrate Success

Description: Assemblies with performance from each grade demonstrating 4 principles including unity, self determination and collective work and responsibility, and creativity.

Person Responsible	Timeline for Implementation	Resources
Johnny Walker	Start: 1/1/2007 Finish: Ongoing	$55,000.00

Status: In Progress — Upcoming

Date	Comment
9/24/2009	Monthly assemblies in recognition of student accomplishments continue to occur at the end of the month.

Goal: STUDENT PARTICIPATION IN STATE ASSESSMENTS

Description: At least 95% of eligible students will participate in required state-wide assessments.

Strategy: PSSA test preperation

Description: 4Sight Benchmarks will be used to help students prepare to take the PSSA tests.

Activity: 21st Century Extended Day Program

Description: Monday through Friday students will receive additional academic support after school. The Enrichment program will be taught by teachers, according to student needs.

Person Responsible	Timeline for Implementation	Resources
Zenobia Shah	Start: 7/1/2010 Finish: 8/30/2013	$225,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	9	40

Organization or Institution	Type of Provider	Provider's Department of Education

Name		Approval Status
Universal Institute Charter School	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
		For classroom teachers, school counselors and education specialists: • Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. • 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
• Classroom teachers	• Middle (grades 6-8) • Elementary	• Reading, Writing, Speaking & Listening • Arts & Humanities

(grades 2-5)

- Mathematics

Follow-up Activities	Evaluation Methods
• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions • Lesson modeling with mentoring	• Student PSSA data • Standardized student assessment data other than the PSSA • Participant survey

Status: In Progress — Upcoming

Activity: 4Sight testing

Description: Bench mark testing grade 3 - 8. this is a predictive assessment tool based on PSSA eligible content given five times a year, in reading and math. This tool is utilized by teachers and school leaders to inform instruction.

Person Responsible	Timeline for Implementation	Resources
Johnny Walker	Start: 10/1/2010 Finish: 6/26/2012	$90,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
4.00	11	37

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Universal Institute Charter School	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Differentiated Instruction Use Data to drive Instruction		*For classroom teachers, school counselors and education specialists:*

Best Practices

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.

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.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
• Classroom teachers	• Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5)	• Reading, Writing, Speaking & Listening • Science and Technology • Mathematics

Follow-up Activities	Evaluation Methods
• 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 • Lesson modeling with mentoring	• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Participant survey • Review of participant lesson plans • Review of written reports summarizing instructional activity • Portfolio

Status: In Progress — Overdue

Date	Comment
7/27/2009	Last set of bench marks were completed in May 2009
9/24/2009	The 4Sight testing is an ongoing evaluation of students progress and continues into the 2009-2010 school year.

Activity: Home Links

Description: School-wide standardized homework for grades five through eight in reading and math. Home Link assignments mirror the format of the PSSA assessment including directions and prompts for writing. Teachers are trained on how to implement Home Links and on the rationale and steps to implementations

Person Responsible	Timeline for Implementation	Resources
Johnny Walker	Start: 9/1/2010 Finish: 3/30/2012	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	7	40

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Universal Institute Charter School	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Implementations and rationale of Home Links.		*For classroom teachers, school counselors and education specialists:* • Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. • 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:

- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
• Classroom teachers • Principals / asst. principals • Other educational specialists	• Middle (grades 6-8) • Elementary (grades 2-5)	• Reading, Writing, Speaking & Listening • Mathematics

Follow-up Activities	Evaluation Methods
• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers	• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Classroom student assessment data • Review of written reports summarizing instructional activity

Status: Complete

Activity: Study Island

Description: Study Island is a web-based instruction, practice and reporting program built form Pennsylvania State standards. It is designed to engage students with rigorous academic content that is fun and engaging. this program is a research-based, and approved b the Pennsylvania Department of Education. Study Island will be used to support PSSA preparation.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 10/3/2011 Finish: Ongoing	-

Status: In Progress — Upcoming

Activity: Test Preparation

Description: Students in grades 3rd - 8th will use electronic version of 4Sight math and reading to prepare for PSSA testing in same subjects.

Person Responsible	Timeline for Implementation	Resources
Johnny Walker	Start: 1/1/2007 Finish: Ongoing	-

Status: In Progress — Upcoming

Date	Comment
9/24/2009	testing occurs in 6 week cycles in the subjects of math and reading.

Goal: Technology

Description: Provide School to Career/Project Based learning Curriculum framework through the use of technology.
Goals and Technology Vision
UICS is committed to carrying out the technology vision first developed in the 2000 Technology Plan focusing on an office computer and voice mail system. The goal of last year's plan was to procure hardware and software. The goal of this current plan (2009) is to cover the entire gamut of technological requirements. Specifically, UICS's technology goals are to:
• Improve classroom efficiency and productivity by purchasing additional workstations
• Improve data management capabilities by replacing the UICS Information Management System
• Write grants to procure additional hardware and software on a continual basis for consideration by funding sources
• Enhance and improve UICS classroom presentations by procuring laptops computers and projectors
• Reduce maintenance costs and increase productivity by purchasing a new color copier for annex buildings
• Provide continual, cost-effective staff training by using a combination of training methods and by the development of a detailed training plan.

Strategy: Provide on-line resource

Description: Network, Network communication station, ISP, Productivity Software, On-line Subscription and fees, Maintenance contract, BrainPop.com, Homeroom.com, Harcourt.com, Multiplication.com, Fluent Reading, Internet4Classrooms, Math Playground, RAPS360, Math.com, EdHeads, Fire Safety for Kids, and I Know That.

Activity: Technology Service & Network

Description: Communication Workstation, ISP, Productivity software, Online Subscription, maintenance Contractor, Equipment, Router tape firewall Servers Wireless AP Cabling Net Electrid LAN Maintenance Wire and Cable maintenance Distance Learning Equipment PVBX PBX

Person Responsible	Timeline for Implementation	Resources
Johnny Walker	Start: 1/1/2007 Finish: Ongoing	$913,842.00

Status: In Progress — Upcoming

Statement of Quality Assurance

Charter school has met AYP.

Statement of Quality Assurance - Attachments

- UICS Prelim PSSA 2011-12
- UICS PSSA report

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

The Universal Institute 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 Core Curriculum was selected as the overarching Universal Institute Charter School instructional approach for teaching and learning. Other strategies included: Cooperative Learning Strategies, Computer Assisted Instruction, The Constructivist Approach, the Discovery Method, Service Learning and Team Building.

The Universal Institute Charter School curriculum decisions were based upon high expectations for student success; a solid foundation in language arts, mathematics, social studies, science and the arts; guidelines outlined by the Commonwealth of Pennsylvania and The School District of Philadelphia.

All staff participated in extensive staff development as well as, became proficient at assessment through the use of curriculum embedded tests, local and state tests, and teacher — made tests.

A rigorous instructional program of the Universal Institute Charter School is driven by:

• The School District of Philadelphia's Core Curriculum.

• A maximum level of family, business, community and civic involvement in the academic program.

• An educational program in which high expectations and a performance driven approach is emphasized through Project Based Learning as a school to career teaching and learning strategy.

• A focus on authentic, alternative assessment tied to real world experiences • 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.

• An instructional-learning management program that focuses on the development of student self-responsibility for behaviors and learning process.

• A data-based staff development program that provides ongoing professional development and technical assistance tailored specifically to the needs of individual staff and program planning and implementation requirements to achieve a high degree of implementation.

• A family and community involvement program to enhance communication connections to achieve schooling success of every student. We are proud of our parent participation throughout the school year. Many parents participate in various school activities. W encourage parents to

volunteer. Parents wishing to volunteer must contact the school office or classroom teacher in advance of of the coming to assist. The key to student success is the active participation of parents in the school. We welcome parents at UICS and hope to see them often.

Parents and guardians are an integral part of the Family Support Process. In addition to teacher referrals, parents are encourage to express their concerns about student progress. At times parents share information at the start of their child's enrollment at UICS. When this does not occur, parents are able to express concerns to appropriate school staff throughout the academic year. Parents suspecting that a child may have a disability and need special education can request a screening or evaluation at any time by contacting the school vice principal. Screenings of children using immediately available date sources such as health records, parent interview and history, functional vision and hearing evaluations, speech and language screenings are completed on request and as noted above. If the screening leads to a recommendation for evaluation, the multidisciplinary team will conduct the evaluations. No evaluations may be conducted without written parental permission. Contact our school vice principal for further information.

The Universal Institute Charter School Parent's Organization actively supports the school's instructional program and enhances community-school relations. Our Parent's organization sponsors special events. All parents are encouraged to join, as well as attend the monthly meetings which are held every second Wednesday, 6:00 - 8:00pm. UICS sponsors a "Open House" held during first week in September. this allows parents to meet the teacher and get a brief over of the curriculum, routines of the class, plus other valuable information. Formal parent conferences are scheduled for report periods 1, 2, and 3. Parents are encourage to contact their child's teacher whenever they have a questions concerning their child.

A school-linked, comprehensive, coordinated health and human services delivery component that focuses on achieving and sustaining the wellness and learning success of every student. The mathematics program- Everyday Math-is a research based, spiraling curriculum, It's components build upon math concepts taught in the early grades. The components emphasize computational skills, math concepts, problem solving, as well as connections with real word application The Reading and language Arts program: Harcourt, focuses on five areas including listening comprehension, phonics, vocabulary development, fluency silent and oral reading comprehension, and sustained silent reading. The Social Studies program has a goal to develop literate citizens, students with the knowledge, skills, and civic values they need to become active and reflective participants in their communities. The Science program that is currently used is Holt and Houghton Mifflin. This year will be our 6th year for holding our annual UICS School Wide Science Fair Universal Institute 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.

UICS focus heavily on instructional differentiation, gearing all activities to meet the needs of each student. Student who struggle in class attend independent tutoring sessions with our after school teachers. UICS takes a "Wholistic" approach to promoting high student achievement. We provide many opportunities for students to be successful. We provide STEM programs like robotics, technology.

We also provide students with World Languages such as Spanish and Arabic. We provide cultural Arts as well, Jazz Ensemble, Art and Chorus.

Rigorous Instructional Program - Attachments

- Professional Education Plan Approval
- UICS teacher induction plan

English Language Learners

ELL Learners are pulled out for 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 are 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 then: 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 are pull out tutorial program with consultation to the classroom teacher and parent.
- Describe planned instruction standards - Our consultant 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 depends on the student's level of proficiency. Our consultant evaluates each student monthly to determine when students are ready to exit. Assessments are given on a yearly basis to determine when students are exited.

4. Student participation in related and extracurricular activities - All students have the same opportunities to participate in all school activities.
5. Pupil personnel services:

- Counseling - Our counselors 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 provides 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 provides professional development as needed.
7. Community Involvement - Our consultant, teacher and counselor provides outreach services to the students and their families. This communication will be regular and ongoing.
8. Program evaluation procedures - UICS implements the Philadelphia School District's evaluation process. The WIDA English Language Proficiency Test is used to measure progress.

English Language Learners - Attachment

- uics ell

Graduation Requirements

Universal Institute Charter School which services kindergarten through 8th grade students. Graduation requirements do not apply.

Special Education

Components of Universal Institute 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.

UICS 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. UICS seeks parental consent to conduct an evaluation. Those students found to be exceptional receive the least restrictive special eduction placement or service. Special education teachers work collaboratively with regular education teachers to effectively provide and allow for needed accommodations.

Universal Institute Charter School has developed policies in accordance 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 Institute 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 confirm 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, psycholigical 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 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 Institute 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 vice principal.

Special Education - Attachments

- Special Education Instruction
- Special Education

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Diana McLean	1.00	Learning Support	UICS Annex II	13	Pull out students
J. Colbert	1.00	Learning Support	UICS Annex I	20	Pull out student
M. Sullivan	1.	Learning Support	UICS Annex II	12	Pull out student

Special Education Program Profile - Chart II

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

Special Education Program Profile - Chart III

There is currently no data saved for this section.

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Premeir Health Systems	School Psychologist	varies
Premier Health Systems	Speech	16 hrs
Therapy Source	Psychologist, Speech, Occupational Therapist, Physical Therapist	varies

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
PSSA	No	No	No	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
4Sight/Local Assessment	Yes	Yes	Yes	No	No	No	No
Gates/MacGintie Reading Test	Yes	Yes	Yes	No	No	No	No

Student Assessment

Attached PSSA Data file includes information requested.

Evidence has indicated that students have made gains in math and slipped in reading. Based on this data the annual goals remain much the same in connection with NCLB regulations. The targets are what we deem to accomplish on a semester or less time frame. The school is using 4sight assessment and Princeton Review assessments for both reading and math. Students identified by the assessments as being at-risk are provided with interventions and tutors. Consistent assessment and measures are in place t monitor student progress.

Tutors, paraprofessionals and intervention activities are in place for for students who are at risk. A policy is in place for students who may continue to not make reasonable progress. many of the interventions and assessments will be reviewed and a method of tracking student data is being implemented through a student information system.

Student Assessment - Attachments

- UICS Prelim PSSA 2011-12
- UICS PSSA report

Teacher Evaluation

The main features of the school's evaluation plan is that we schedule formal visits and informal observations of each teacher throughout the school year. Areas of focus will be on classroom management techniques, guided reading strategies and grouping format.

Before formal observations take place, teacher will have lessons modeled for them. Pre and Post conferences will take place with each formal observation. The evaluators identify instructional goals, teaching methodologies and activities that staff members must have in place in order to meet the demands of the school. The written feedback will be an evaluation form that focuses on Personality, Preparation, Technique and Pupil Reaction.

The Principal/CAO and Assistant Principal are responsible for staff evaluations and are trained and certified school administrators who have both training and practical experience in the evaluation of professional staff members. Additionally evaluators have received in-service training from the School District of Philadelphia.

Teacher Evaluation - Attachment

- Teach evaluation document

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

Currently 9 members serve on the board which was reduced from the previous year.

Board of Trustees

Name of Trustee	Office (if any)
Sultan Ahmad	
Kenneth Gamble	Founder
Shahied Dawan	Chair
Faatimah Gamble	Co-Founder
Renee Hill-Islam	
Abdur RahimIslam	President & CEO
Ron Heigler	
Lynette Sow Brown	
Emma Chappel	

Professional Development (Governance)

Universal Institute 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.

The Board of Trustees works in conjunction with our Educational Management Office to ensure that Universal Institute Charter School provides the optimal educational experience for all enrolled students.

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.

UICS Board Meetings schedule and are held at 1415 Catherine Street, Philadelphia, PA 19146 in the Multipurpose Room.

2011-2012 UICS Board Schedule

Tuesday, September 20, 2011

Wednesday, December 7, 2011

Wednesday, March 17, 2012

Tuesday, June 19, 2012

The Board meets quarterly.

Coordination of the Governance and Management of the School - Attachment

- uics board meeting

Community and Parent Engagement

The UICS Board is structured so that it can formally commit to a structure that will spread the 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. Monthly workshops give teachers and parents an opportunity to collaborate on improving and supporting the students' education. The goal of these workshops is to help parents acquire sufficient teaching methodology and academic skills, as well as technology skills, to assist their children in all subjects, particularly computer skills, and writing). The Board of Trustees also encourages assembly programs through which the children can demonstrate to their parents the skills they are acquiring in all subject areas. Parents are further involved in the life of the school through grade level meetings at which they receive further instruction on how best to support their children's learning goals. Materials are frequently distributed to parents to guide their efforts to enhance their children's education. Monthly calendars are sent home in addition to weekly website postings.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

During the first 12 years of operation, UICS limited its fund raising efforts to grant writing. This has proven to be productive means of raising money and is more lucrative than more traditional fund raising activities. The 21st Century Grant is currently funding an extensive After School program in addition to the Out of School Time After School Program with funding through DPW and DHS.

UICS was awarded a PECO energy grant.

Fiscal Solvency Policies

Universal Institute Charter School contracts out to an Independent Auditing Agency who reviews our fiscal records annually. The school also has fiscal policy procedures that has been established and reviewed by our Chief Financial Officer on a daily basis to check for solvency concerns or issues. Since the school opened it has made an effort to maintain a fund balance. The fund balance was created to allow flexibility to deal with unforeseen expenses -e.g. the repair of damages to the building, and to meet payrolls in case of a delay in the payment of local, state and federal funds A cash reserve is carried throughout the year by paying ten month staff over twelve months from September to August.

Accounting System

Quickbooks Solutions Enterprise version 5.0 which is able to integrate with the Pennsylvania State Chart of Accounts for Pennsylvania Public Schools and the Annual financial Report utilizing GAAP. A trial balance, statement of revenue and expenditures and a statement of disbursements are prepared monthly. Reports are generated in complinace with State requirements.

Preliminary Statements of Revenues, Expenditures & Fund Balances

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachments

- Expenditure report
- uics expenditure report

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

The Universal Institute Charter School Auditing firm:
J. Miller & Associates

1221 Locust Street

Philadelphia, PA 19107

215-600-1701

877-542-8725 fax

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

- UICS 2010 Audit

Citations and follow-up actions for any State Audit Report

No state audit reports were received during the current school year.

SECTION VII. FACILITY RESPONSIBILITIES

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

Universal Institute Charter School's students are housed in 3 buildings located on the Universal Companies Campus.

The charter school did not make any significant purchases in these areas during the 2011-2012 school year.

Future Facility Plans and Other Capital Needs

Universal plans to upgrade its current facilities to include more flexible space. The upgraded space will allow UICS to maximize its charter allocation of 675 students. UICS is reviewing its option of obtaining another school building to expand to a high school if approved by the Philadelphia school district.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

Universal Institute Charter School is preparing to meet the new deadlines for 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:

Health Fairs - Supported through community partner Wellness of You

• Nutrition Advisory Councils

• Assembly Programs

• Incentive Programs

- Community Garden

Home & School Meetings

• Parent Workshops

• Summer Camp

• Newsletters

• Health and Physical Education Class

• Structured Physical Activities in Fairmount Park

• Students are instructed to choose food items from the posted food pyramid posted in school lunchroom

The Universal Institute Charter 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 check 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, UICS 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 located 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. Further 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 Institute Charter School office and are available upon request.

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

- UICS Health SHAARS report 2010-2011
- Wellness Policy
- uics immunizations

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

Attached PDF file for certificates of other liability insurances.

Current School Insurance Coverage Policies and Programs - Attachment

- UICS accord

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

The Universal Institute Charter School employed professional staff members, all of whom are certified. Those who leave us generally do so at the end of the school year.

Total number of professional staff members for the 2011-2012 school year are: 42

The number of teachers who are returning for the 2013-2014 school year are: 35

Quality of Teaching and Other Staff - Attachments

- UICS HQT
- UICS Staff Profile
- UICS PDE-414

Student Enrollment

Total Number of students who completed school year = 578

Student numbers decrease in middle school due to competition of neighboring charter middle school - high school in neighborhood.

All enrollment procedures comply with state law and the requirements of the chartering school district. Students are admitted the the Universal Institute 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. whenever there are more eligible applicants there are available seats, the school conducts a lottery. Lotteries are conducted by grade. The names of all available applicants for a grade are placed in an appropriate receptacle and enough names are drawn to fill the number of vacant seats in that grade. Names of unsuccessful applicants are stored and the lottery process is repeated as needed.

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.

Student Enrollment - Attachments

- UICS Open Enrollment Process
- UICS Enrollment 2011-12

Transportation

The School District of Philadelphia provides free transportation to students who are in first through sixth grade. The School District of Philadelphia provides free transpasses to students who live further than 1.5 miles away from UICS and who are in grades 7th and 8th. Parents who have students in kindergarten are responsible for their children's transportation to and from school.

Food Service Program

Universal Institute Charter School’s food service program is provided by the Premier Food Services. At the beginning of the school year parents are given applications to fill out for determination of the Free and Reduced Lunch (FRL) program.

Student Conduct

The goal of the school's discipline is to establish an atmosphere in which children feel safe, secure and happy and have a maximum opportunity to learn. The plan was developed by teachers,parents, and students and was approved by the Board of the Universal Institute Charter School. It specifies the rules that cover the behavior expected of the UICS students and states the negative consequences that come from breaking the rules and the positive consequences that follow from obeying them. Parents are expected to take an active role in maintaining their children's good behavior and are involved in making and enforcing rules. The policy is based on the premise that collaboration between parents, children, teachers and administrators will result in a positive learning environment. The school's discipline policy complies with Chapters 12 and 13 of the Public School Code. In the case of suspensions and expulsions and other matters that prove difficult to resolve, the following procedure is followed: If, after a sincere effort, the complainant cannot resolve the issue with the individual with whom he/she has a dispute, the mater should be brought to the attention of that person's supervisor (generally the Vice Principal), and and then to the Principal and finally to the Board of Directors. If for example, the matter concerns a member of the teaching staff and the parent and teacher cannot resolve the issue that is in dispute, the parent or teacher may bring the matter to the attention of the Vice Principal. If that individual cannot propose a satisfactory solution, he\she will schedule a conference with the Principal. The Principal will document the incident in a written report which will include the original complaint and a statement of the facts regarding the incident. The Principal will resolve the issue, or if necessary the Principal determines that issues requires the attention of the school's Board of Directors, he/she will furnish the Board with a complete report. At this juncture, the complainant is free to present the Board with an account of his/her grievances. All complaints to the Board must be made in writing and should be addressed to the Secretary of the Board of Directors, The Universal Institute Charter School, 800 S. 15th Street, Philadelphia, PA 19146. Should the complaint wish to address the Board in person, he or she must follow the procedures that may be obtained from the Administrative office. Universal Institute Charter School has a zero tolerance policy for inappropriate behavior. We have a Counselor and Dean of Discipline to support students, teachers, and parents. The school recognizes that exclusion from the education program of the school, whether by in-school suspension or expulsion is a severe sanction that can be imposed upon a student. However, no such reprimand can or will be imposed without due process:

Total of 0 suspensions. No expulsions

Student Conduct - Attachment

- UICS code of conduct

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2012

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

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

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

_____ _____

Board President **Date**

_____ _____

Chief Executive Officer **Date**

2011 - 2012 Annual Report for Pennsylvania Charter Schools

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

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

Identify the charter school's Chief Executive Officer.
Name: Abdur Rahim Isalm **Title:** CEO
Phone: 215-732-2876 **Fax:** 215-732-2876
E-mail: arislam@universalcompanies.org

_____ _____
Signature of the Chief Executive Officer and Date

Identify the charter school's President of the Board of Trustees.
Name: Abdur Rahim Islam **Title:** President
Phone: 215-732-6518 **Fax:** 215-732-6519
E-mail: ari@universalcompanies.org

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

Identify the charter school's Special Education Contact Person.
Name: John Walker **Title:** Mr.
Phone: 215-732-2876 **Fax:** 215-732-8066
E-mail: jwalker@universalcompanies.org

_____ _____
Signature of the Special Education Contact Person and Date

Signature Page - Attachment

- uics signature page