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# Pennsylvania Department of Education

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

**Charter Annual Report**  
**Tuesday, May 07, 2013**

**Entity:** Universal Vare Charter School  
**Address:** 2100 South 24th Street  
Philadelphia, PA 19145

# CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

## Summary Data Part I

### Charter School Annual Report Summary Data 2009 - 2010

**Name of School:** Universal Vare Charter School

**Date of Local Chartering School Board/PDE Approval:** April 2011

**Length of Charter:** 1st year    **Opening Date:** September 2011

**Grade Level:** 5th - 8th    **Hours of Operation:** 8:30 - 3:30

**Percentage of Certified Staff:** 50%    **Total Instructional Staff:** 32

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

**Attendance Rate/Percentage:** 93.20

**Second Site Address, Phone Number and Site Director:**  
N/A

## Summary Data Part II

Enrollment: 337 Per Pupil Subsidy: Reg Ed 8608 / SpEd 18512

### Student Profile

American Indian/Alaskan Native:	0
Asian/Pacific Islander:	50
Black (Non-Hispanic):	263
Hispanic:	17
White (Non-Hispanic):	7
Multicultural:	0

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 100%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 85

### Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	n/a	n/a	n/a	181	181	n/a	181
Instructional Hours	n/a	n/a	n/a	1086	1086	n/a	1086

## SECTION I. EXECUTIVE SUMMARY

### Educational Community

Universal Vare Charter School is a middle school located in the South Philly / Grey's Ferry area. It services approximately 340 students, grades 5-8. There are 75 students in grade five, 81 students in grade 6, 102 students in grade 7, and 92 students in grade 8. The average monthly attendance is 94.29%. Ninety four percent of our student population receives free lunch. South Philadelphia is a struggling community which is under-resourced. E.H. Vare was closed by the district in 2011 an re-opened as a charter school under the management of Universal Companies. Currently, there are more males than females. Of the 340 students, 73% of our students are African American. Twenty one percent of the students at Vare are Latino, 12.6% are Asian, twenty-nine percent are English Language Learners, and 74, or 22% receive special education services.

Universal Companies charter school model is to create a community re-development model, which can be replicated that rebuilds the community systems in the Greater South Philadelphia area by developing and implementing a comprehensive and holistic approach to community development.

Within Universal Vare Charter School is a Family and Student Resource Center (FSRC), with a Parent Manager and a Case Manager, both of whom are available to assist families with their on-going needs. The FSRC offers job assistance, volunteer opportunities, computer training, workshops, and special events.

Vare also has a School Advisory Council (SAC) committee that meets regularly to monitor activities at Vare and voice parent concerns.

## Mission

The mission of Universal Vare Charter Middle School is to construct a stable, academic environment that develops the whole child. This will be achieved through research-based programs, progressive teaching, and various enrichment programs. We believe in holding our students to the highest expectations and helping them understand their role in their community and education.

At Universal Vare, we will adopt and incorporate core curriculum standards with fidelity. We will fairly and consistently implement our comprehensive behavioral plan.

At Universal Vare, students are responsible for their own learning. We will monitor their progress by providing access to highly qualified teachers, state of the art technology, and a variety of resources.

We will offer opportunities that engage and celebrate the multitude of cultures, languages, and experiences, and will work hard to support our families and communities through the Family and Student Resource Center.

At Universal Vare, we will hold our students to the highest expectations.

## Vision

The premise of the **Universal Plan** is simple — without a comprehensive approach to community development, true neighborhood revitalization will never occur. This is particularly true in the African-American community, which faces significant challenges on many levels. Nearly 50% of African-Americans live in the country's largest 8 urban areas, many of them low-income. Therefore, the key to revitalizing the African-American community lies in revitalizing America's cities. The Universal Plan for Urban America is a multi-pronged approach to reinvesting in urban America — and in the African-American community.

Among the goals of the Plan are:

- to physically rebuild the community at scale;
- to rebuild the African-American family — the core component of community life;
- to create a new education environment;
- to rebuild the economic infrastructure with small business;
- to challenge the institutional and systemic issues that “lock in” the African-American community, such as welfare;
- to reconnect the community to the larger regional economy;
- and to implement a long-term community wealth-building strategy through homeownership

The Universal Plan seeks to create a balanced development outcome, encompassing diversity of income and diversity of ethnicity. To do this, Universal Companies has taken the following approaches:

- Target communities that are at the point of transition, between decline and the pressure of residential reinvestment.
- Aggregate land and create a portfolio of affordable and market-rate developments to complement the increasing private investment in the community.

- Engage in comprehensive planning in the target area with a variety of public, civic, and private sector partners. Create a vision for revitalization that identifies key properties, corridors, and neighborhood assets.
- Foster local community capacity to take advantage of market change.

This last is particularly important, and Universal has broadened its approach to assist neighborhood residents in building this capacity, through educational and social services, workforce development, and technical skills learning. This community development model, targeting education reform and community revitalization simultaneously, is at the heart of the Universal Plan, and has become a national model for a new approach to community development.

## **Shared Values**

Universal Companies' Mantra:

Our business is changing lives. Students are customers, each parent a VIP. We build relationships to survive. We exist to improve our community. Collaborations high expectations and no excuses until the last day of service. As success will bud if rigor is in our blood- That's the UNIVERSAL WAY!

The "Universal Way" describes what we believe... We believe in having:

- Respect for all; our students and families are our first priority!
- No Excuses, as we aim to find solutions and create support systems that respond to the needs of our students and the community.
- Collaboration with all stakeholders; understanding the importance of each stakeholders voice and input to our action plans.
- Building Relationships, as we know that without strong partnerships, we cannot meet our goals nor focus on the vision.
- Stepping it Up and going above and beyond to provide services for students.
- Academic Rigor to ensure that are students can compete the needs and trends of the 21st century.
- High Expectations for our students, staff, and school community.
- Creating cultural matches by training faculty and staff on the diversity.
- Staying informed with ongoing communication between all stakeholders.

## **Academic Standards**

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

### ***Literacy***

When students leave Universal Vare Charter Middle School, they are able to effectively:

- Read fiction and non-fiction literature from various genres of literature;
- Read, analyze, and interpret literature to glean information;
- Read critically in all content areas;
- Respond to various types of writing that include, but not limited to: narrative, persuade, describe, compare and contrast;
- Write research essays and papers; and
- Participate in group discussions that provoke critical-thinking.

### ***Mathematics***

When students leave Universal Vare Charter Middle School, they are able to effectively:

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

## **Strengths and Challenges**

### **Strengths:**

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

### **Curriculum:**

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

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

Also, it was noted that the Mathematics curriculum lacked the essential ingredients to build students' foundational skills. Therefore, instructional staff was directed to follow the Common Core Standards for Mathematics using a variety of resources for instruction. Also, Universal Companies consultants provided on-going professional development in differentiated instruction and other teaching methods based on best practices.

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

### **After School Programs**

Vare offered several after-school programs:

One key element in the rise of Vare's PSSA scores is the implementation of Saturday Scholars Academy. Saturday Scholars Academy operated for 13 weeks from 9:45-12:00 pm for students in grades 5-8. It was a mandatory program for all students. Any students, who missed days were mandated to attending credit recovery hours during the month of May.

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

Another key element is the after-school program for grades 5-8, which operated Monday through Friday from 3:45-6:00 pm in October and from March through May. The after-school program serviced over 65-75 students on weekly basis. Children participated in a variety of workshops which included cooking, science, and literacy. This program was funded by the 21st Century Grant through Foundations, Inc.

A critical component of Daroff's success is its' Sports Clinic. The Sports Clinic services students in grades 5-8 and provides them with the opportunity to participate in variety of sports such as Flag Football (male), Basketball (male/female), Wrestling (male), Track (male/female), and Tennis (male/female) from September through May.

### Student Support Services

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

For the upcoming school year:2012-2013

1. Vare's overarching goals is to increase its' PSSA scores by 20%.
2. 2. Vare will continue to build on their success to significantly increase students' scores by the following:
  - aaa a. Vare will embark on a curriculum mapping venture for the core subject areas to ensure a well-design curriculum is established so that the teacher knows what he/she will teach, how to practice the learning, as well as how to assess the learning to ensure student mastery.
  - b... b. Curriculum will follow the Common Core Standards and PA State Standards.
    - c. Specific objectives will be established as Benchmark Standards.
    - d. Increased progress monitoring through the use of pre-post assessments. These assessments will occur prior to the beginning of the school year, at the end of each semester and at the end of the school year.
    - e. Continued implementation of the web-based program, SuccessMaker (Pearson) for grades 5-8.
    - f. Continue implementation of Saturday Scholars Academy for 3 sessions for grades 5-8: Session 1 will operate from October through November for 4 Saturdays; Session 2 will operate from late February through April for 12 sessions; Session 3 will operate in May for 5 sessions.
    - h. Continue integration of the F&SRC so that it is an integral component of the UDCS community and fully-integrated into the academics and single school culture program.
    - i. The utilization of school data by the school community to understand UDCS's students performance and to aid in the school's reform efforts.

## **2. STUDENT PARTICIPATION IN STATE ASSESSMENTS**

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

### 3. STUDENT ATTENDANCE

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

## SECTION II. STRATEGIC IMPROVEMENT PLANNING

### Strategic Planning Process

The Universal Vare Leadership Team will be instrumental in the completion of this plan.

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

Essential components of the process are:

#### 1. Establish Goals

- A. Goals for the following school year are established in the Spring through the completion of the "School Improvement Plan." The Planning committee formalized its' plan and submitted it by the required timeframe. Organizational and staffing restructuring was aligned to the plan along with benchmarks to monitor progress.
- B. Ensuring alignment of Goals as outlined in the Charter agreement.
  - Goals are presented to the SAC (School Advisory Committee) for informational purposes;
  - Goals are presented to the Board for adoption;
  - Goals are discussed with the instructional staff during the summer orientation in August. Action Plans are developed and study groups are organized as needed. Goals can and will be modified as needed after teacher input.

#### 2. Progress Monitoring

- A. Progress monitoring is conducted in RELA at least once a week through Action 100's student conferencing procedures.
- B. Progress monitoring is conducted after every benchmark is administered.
- P{ Progress monitoring is conducted through diagnostic assessments.
- C. A professional development is held over a course of days during the 7:45-8:30 am period to review benchmark test results, grade data, and analyze other pertinent information. The school leadership meets one-on-one with teachers, in subject teams, and as a school staff. Trends and issues are discussed and problem-solved.
- D. Student data such as Demographic, Student Learning, Perceptions, and School Processes is analyzed by the leadership team and staff.

- E. PSSA scores are analyzed in the late spring and summer when test results become available.
- F. During the professional development for the next school year, a school year in review is discussed. As a result, proposals for programmatic improvements are proposed for discussion by administrative team. Proposals are developed throughout the summer by the leadership team and selected staff.

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

**GOAL: DECREASE STUDENT ABSENCES**

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

Strategy: Establish a concrete Attendance Policy

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

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

Description: The Single School Culture Program emphasizes a Positive Behavior System, which recognizes students for exemplifying the academic and behavior standard established at UDCS. Members of the school community will be recognized on a weekly, monthly and quarterly basis by teachers and administrators.

Activity: Implementation of a Truancy Outreach Program

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

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

Description: Use a Mastery Learning Approach and Effective Teaching Strategies

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

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

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

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

ACTIVITY: Curriculum mapping

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

Strategy: Use effective instructional practices

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

## Strategic Planning Committee

<b>Name</b>	<b>Affiliation</b>	<b>Membership Category</b>	<b>Appointed By</b>
Alcaro, Jillian	Universal Companies	Middle School Teacher	Sharon Nurse, Principal
Brown, Betty	Universal Companies	Board Member	Sharon Nurse, Principal
Chao, Peng	Universal Companies	Regular Education Teacher	Sharon Nurse, Principal
Dorsey, Pearl	Universal Companies	Other	Sharon Nurse, Principal
Fink, Christina	Universal Companies	Special Education Representative	Sharon Nurse, Principal
Jackson, Derrick	Universal Companies	Ed Specialist - School Counselor	Sharon Nurse, Principal
Nurse, Sharon	Universal Companies	Administrator	Janis Butler
Patton, Timothy	Universal Companies	Ed Specialist - Social Restoration	Sharon Nurse, Principal
Rivera, Deborah	Universal Companies	Special Education Teacher	Sharon Nurse, Principal
Roane, Taryn	Universal Companies	Administrator	Sharon Nurse, Principal
Smith, Wali	Universal Companies	Community Representative	Sharon Nurse, Principal
Smith-Webb, Valerie	Universal Companies	Ed Specialist - Home and School Visitor	Sharon Nurse, Principal
Thompson, Julian	City Year	Community Representative	Sharon Nurse, Principal
Thompson, Renee	Universal Companies	Ed Specialist - School Nurse	Sharon Nurse, Principal
Threadgill, Lawerance	Universal Companies	Administrator	Sharon Nurse, Principal
Tucker, Gail	Universal Companies	Middle School Teacher	Sharon Nurse, Principal
Wilkins, Sherrine	Universal	Other	Sharon Nurse,

## Goals, Strategies and Activities

### **Goal: MATHEMATICS**

**Description:** To achieve a 10% increase in the Proficient or above category (43.1%) and a 10% decrease in the Below Basic category (36.1%).

### **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 Grade 5, teachers will use Imagine It! for Reading and Envisions for Math. In Grade 6, teachers will use Imagine It! for reading and Prentice Hall for math. Seventh and Eighth grade teachers will use Glencoe Reading Program for Reading and Prentice Hall for math. Action 100 will be used in all grades as an intervention program, provided by the American Reading Company. First in Math will be used as an on-line math intervention across grades. ESOL students will receive individualized and small group instruction from an ESOL teacher. In addition, ESOL students will use Imagine Learning, a computer-based intervention program for students whose primary language is not English. For students with Individualized Education Plans, Corrective Reading and Corrective Math will be available as an intervention. Imagine Learning can also be used with Special Education teachers.

### **Activity: 4Sight Benchmark Assessments**

**Description:** 4Sight 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.

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Nurse, Sharon	Start: 10/14/2011 Finish: 2/10/2012	-
<b>Professional Development Activity Information</b>		
<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
1.00	5	40
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
Universal Vare Charter School	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Not approved
<b>Knowledge and Skills</b>	<b>Research and Best</b>	<b>Designed to Accomplish</b>

## Practices

<p>Participants of the 4Sight Assessment will learn how to read and analyze data, how to set up for testing, and how to generate reports.</p>	<p>4Sight Assessment is closely aligned to the PSSA test, and will provide critical information on how well students understand Eligible Content.</p>	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>• Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>• Provides the knowledge and skills to <u>think and plan strategically</u>, 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.</li> <li>• Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.</li> </ul>
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### Educator Groups Which Will Participate in this Activity

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

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

**Status:** In Progress — Overdue

## 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. Universal Vare will provide teachers with thirty days of professional development.

Person Responsible	Timeline for Implementation	Resources
Nurse, Sharon	Start: 9/8/2011 Finish: 6/15/2012	\$60,000.00

### Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
5.00	30	35
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
American Reading Company	<ul style="list-style-type: none"> <li>Company</li> </ul>	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Teachers will learn how to level students, match books to readers, assign reading goals, monitor reading goals and align small groups with Common Core Standards.	American Reading Company has conducted research on best practices.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.</li> </ul>

### Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> <li>Classroom teachers</li> </ul>	<ul style="list-style-type: none"> <li>Middle (grades 6-</li> </ul>	<ul style="list-style-type: none"> <li>Reading, Writing,</li> </ul>

- Principals / asst. principals

8)

Speaking & Listening

**Follow-up Activities**

**Evaluation Methods**

- |                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                               |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> </ul> | <ul style="list-style-type: none"> <li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>• Classroom student assessment data</li> </ul> |
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**Status:** In Progress — Overdue

**Activity: Extended Day Program**

**Description:** On Tuesdays and Thursdays, 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**

Threadgill, Lawrance	Start: 10/20/2011	\$48,000.00
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Activity: Grade Group Meetings**

**Description:** Teachers will meet every 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**

Nurse, Sharon	Start: 9/21/2011	-
	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 assessments including directions and prompts for writing. Teachers are trained on how to implement Home Links and on the rationale and steps to implementation.

**Person Responsible Timeline for Implementation Resources**

Nurse, Sharon	Start: 9/8/2011	-
	Finish: Ongoing	

**Status:** Complete

***Activity: KeyMath Resource***

**Description:** KeyMath 3 Essential Resources offers a comprehensive math intervention program containing hundreds of lessons, student practice sheets, and short tests. It gives educators ready access to effective and engaging intervention materials tailored to the individual's learning needs. The program provides coverage of three content areas: foundational math concepts, operational skills and problem solving.

**Person Responsible Timeline for Implementation Resources**

Rivera, Deborah	Start: 11/14/2011	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

***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**

None Selected	Start: 1/3/2012	-
	Finish: 1/3/2012	

**Status:** In Progress — Overdue

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

**Description:** This program includes twelve tips to successful test taking. Students are provided individual sets of laminated tips to use as a reference for test preparation. Tips provide clues to locate key words in directions, main idea and test vocabulary for understanding test questions.

**Person Responsible Timeline for Implementation Resources**

Nurse, Sharon	Start: 9/8/2011	-
	Finish: Ongoing	

**Status:** Complete

**Activity: Study Island**

**Description:** Study Island is a web-based instruction, practice and reporting program built from 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 by the Pennsylvania Department of Education. Study Island will be used in our PSSA LEAP program, in the weeks leading to the PSSA.

**Person Responsible Timeline for Implementation Resources**

None Selected	Start: 12/1/2011	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Goal: READING**

**Description:** To achieve a 10% increase in the Proficient or above category (35.2%) and no less than a 10% decrease in the Below Basic category (36.9%), 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 Grade 5, teachers will use Imagine It! for Reading and Envisions for Math. In Grade 6, teachers will use Imagine It! for reading and Prentice Hall for math. Seventh and Eighth grade teachers will use Glencoe Reading Program for Reading and Prentice Hall for math. Action 100 will be used in all grades as an intervention program, provided by the American Reading Company. First in Math will be used as an on-line math intervention across grades. ESOL students will receive individualized and small group instruction from an ESOL teacher. In addition, ESOL students will use Imagine Learning, a computer-based intervention program for students whose primary language is not English. For students with Individualized Education

Plans, Corrective Reading and Corrective Math will be available as an intervention. Imagine Learning can also be used with Special Education teachers.

### **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. Universal VARE will provide teachers with thirty days of professional development.

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Nurse, Sharon	Start: 9/8/2011 Finish: 6/15/2012	\$60,000.00

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

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
5.00	30	35
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
American Reading Company	• Company	Approved

<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
Teachers will learn how to level students, match books to readers, assign reading goals, monitor reading goals and align small groups with Common Core Standards.	American Reading Company has conducted research on best practices.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.</li> </ul>

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

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

### **Follow-up Activities**

### **Evaluation Methods**

- |                                                                                                                                                                               |                                                                                                                                                                                                                                                                                            |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li></ul> | <ul style="list-style-type: none"><li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li><li>• Classroom student assessment data</li></ul> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**Status:** In Progress — Overdue

### **Activity: Extended Day Program**

**Description:** On Tuesdays and Thursdays, 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**

Threadgill, Lawrance	Start: 10/20/2011 Finish: Ongoing	\$48,000.00
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**Status:** In Progress — Upcoming

### **Activity: Grade Group Meetings**

**Description:** Teachers will meet every 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**

Nurse, Sharon	Start: 9/21/2011 Finish: Ongoing	-
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**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 assessments including directions and prompts for writing. Teachers are trained on how to implement Home Links and on the rationale and steps to implementation.

#### **Person Responsible Timeline for Implementation Resources**

Nurse, Sharon	Start: 9/8/2011	-
	Finish: Ongoing	

**Status:** Complete

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

**Description:** This program includes twelve tips to successful test taking. Students are provided individual sets of laminated tips to use as a reference for test preparation. Tips provide clues to locate key words in directions, main idea and test vocabulary for understanding test questions.

#### **Person Responsible Timeline for Implementation Resources**

Nurse, Sharon	Start: 9/8/2011	-
	Finish: Ongoing	

**Status:** Complete

### **Strategy: Daily, weekly and monthly monitoring of attendance through the Family and Student Resource Center (FSRC).**

**Description:** Universal Schools have a Family and Student Resource Center which is staffed with a Parent Manager and Case Manager. Along with Office personnel, student attendance will be monitored on a daily, weekly and monthly basis. Parents of students who have missed over eight school days will receive notice from Universal Vare. The Case Manager will receive a list of absences daily, and will follow up with correspondence with the parents. Attendance percentages will be posted in the Data Room, and recorded on report cards. In addition, during testing time, there will be incentives available to students for daily attendance.

### **Activity: 4Sight Benchmark Assessments**

**Description:** 4Sight 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.

<b>Person Responsible</b>	<b>Timeline for</b>	<b>Resources</b>
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### Implementation

Nurse, Sharon	Start: 10/14/2011 Finish: 2/10/2012	-
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#### Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
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1.00	5	40
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Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
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Universal Vare Charter School	<ul style="list-style-type: none"> <li>• School Entity</li> </ul>	Not approved
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Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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<p>Participants of the 4Sight Assessment will learn how to read and analyze data, how to set up for testing, and how to generate reports.</p>	<p>4Sight Assessment is closely aligned to the PSSA test, and will provide critical information on how well students understand Eligible Content.</p>	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>• Provides educators with a variety of classroom-based assessment skills and the skills needed to <u>analyze and use data</u> in instructional decision-making.</li> </ul>
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*For school and district administrators, and other educators seeking leadership roles:*

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

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

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

Follow-up Activities	Evaluation Methods
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- Analysis of student work, with administrator and/or peers
- Creating lessons to meet varied student learning styles
- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
- Standardized student assessment data other than the PSSA
- Classroom student assessment data
- Review of participant lesson plans

**Status:** In Progress — Overdue

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

**Description:** To maintain a 90% or above average throughout the school year.

**Strategy: Daily, weekly and monthly monitoring of attendance through the Family and Student Resource Center (FSRC).**

**Description:** Universal Schools have a Family and Student Resource Center which is staffed with a Parent Manager and Case Manager. Along with Office personnel, student attendance will be monitored on a daily, weekly and monthly basis. Parents of students who have missed over eight school days will receive notice from Universal Vare. The Case Manager will receive a list of absences daily, and will follow up with correspondence with the parents. Attendance percentages will be posted in the Data Room, and recorded on report cards. In addition, during testing time, there will be incentives available to students for daily attendance.

### **Activity: Extended Day Program**

**Description:** On Tuesdays and Thursdays, 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**

Threadgill, Lawerance	Start: 10/20/2011	\$48,000.00
	Finish: Ongoing	

**Status:** In Progress — Upcoming

# Goal: STUDENT PARTICIPATION IN STATE ASSESSMENTS

**Description:** To reach the goal at least 95% of eligible student participation in required state-wide 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 Grade 5, teachers will use Imagine It! for Reading and Envisions for Math. In Grade 6, teachers will use Imagine It! for reading and Prentice Hall for math. Seventh and Eighth grade teachers will use Glencoe Reading Program for Reading and Prentice Hall for math. Action 100 will be used in all grades as an intervention program, provided by the American Reading Company. First in Math will be used as an on-line math intervention across grades. ESOL students will receive individualized and small group instruction from an ESOL teacher. In addition, ESOL students will use Imagine Learning, a computer-based intervention program for students whose primary language is not English. For students with Individualized Education Plans, Corrective Reading and Corrective Math will be available as an intervention. Imagine Learning can also be used with Special Education teachers.

## Activity: 4Sight Benchmark Assessments

**Description:** 4Sight 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
Nurse, Sharon	Start: 10/14/2011 Finish: 2/10/2012	-

### Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	5	40

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Universal Vare Charter School	• School Entity	Not approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Participants of the 4Sight Assessment will learn how to	4Sight Assessment is closely aligned to the	<i>For classroom teachers, school counselors and education specialists:</i>

read and analyze data, how to set up for testing, and how to generate reports. PSSA test, and will provide critical information on how well students understand Eligible Content.

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

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

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

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

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

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

**Status:** In Progress — Overdue

**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. Universal Vare will provide teachers with thirty days of professional development.

Person Responsible	Timeline for Implementation	Resources
Nurse, Sharon	Start: 9/8/2011 Finish: 6/15/2012	\$60,000.00

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
5.00	30	35

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
American Reading Company	<ul style="list-style-type: none"> <li>Company</li> </ul>	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Teachers will learn how to level students, match books to readers, assign reading goals, monitor reading goals and align small groups with Common Core Standards.	American Reading Company has conducted research on best practices.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> </ul>
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*For school and district administrators, and other educators seeking leadership roles:*

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

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

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> <li>Classroom teachers</li> <li>Principals / asst. principals</li> </ul>	<ul style="list-style-type: none"> <li>Middle (grades 6-8)</li> </ul>	<ul style="list-style-type: none"> <li>Reading, Writing, Speaking &amp; Listening</li> </ul>

**Follow-up Activities****Evaluation Methods**

- |                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                               |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> </ul> | <ul style="list-style-type: none"> <li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>• Classroom student assessment data</li> </ul> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**Status:** In Progress — Overdue

**Activity: Extended Day Program**

**Description:** On Tuesdays and Thursdays, 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**

Threadgill, Lawrance	Start: 10/20/2011	\$48,000.00
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Activity: Grade Group Meetings**

**Description:** Teachers will meet every 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**

Nurse, Sharon	Start: 9/21/2011	-
	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 assessments including directions

and prompts for writing. Teachers are trained on how to implement Home Links and on the rationale and steps to implementation.

**Person Responsible Timeline for Implementation Resources**

Nurse, Sharon	Start: 9/8/2011	-
	Finish: Ongoing	

**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**

None Selected	Start: 1/3/2012	-
	Finish: 1/3/2012	

**Status:** In Progress — Overdue

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

**Description:** This program includes twelve tips to successful test taking. Students are provided individual sets of laminated tips to use as a reference for test preparation. Tips provide clues to locate key words in directions, main idea and test vocabulary for understanding test questions.

**Person Responsible Timeline for Implementation Resources**

Nurse, Sharon	Start: 9/8/2011	-
	Finish: Ongoing	

**Status:** Complete

***Activity: Study Island***

**Description:** Study Island is a web-based instruction, practice and reporting program built from 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 by the Pennsylvania

Department of Education. Study Island will be used in our PSSA LEAP program, in the weeks leading to the PSSA.

### **Person Responsible Timeline for Implementation Resources**

None Selected	Start: 12/1/2011 Finish: Ongoing	-
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**Status:** In Progress — Upcoming

### **Statement of Quality Assurance**

Charter school has met AYP.

### **Statement of Quality Assurance - Attachment**

- Vare SIP

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

### **Rigorous Instructional Program**

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

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

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

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

- National Common Core Standards;
- The School District of Philadelphia’s Core Curriculum;
- Weekly grade-level instructional meetings, which are conducted by the Academy Leaders (Assistant Principals) The following activities include:
  - A. Examining and analyzing student data (demographics, student learning, perceptions and school process data)

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

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

## **Rigorous Instructional Program - Attachments**

- Vare Professional Education Report
- Vare Teacher Induction Report

## **English Language Learners**

For the 2011-2012, there were 29 ELL students enrolled in Universal Vare Middle Charter School

The established policy is for:

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

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

1. Student and parent orientation procedures:

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

2. Identification and placement:

- Screening procedures, entry/exit criteria. Prior to the opening of school all parents when students are enrolled in Universal Vare Middle 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 will be a pull out tutorial program with consultation to the classroom teacher and parent.
- Describe planned instruction standards - Our consultant will meet monthly with the classroom teacher to review the process of our students and ot provide additional support to the students, parents and teachers.
- Indicate the amount of time in: The amount of time in the program will depend on the student's level of proficiency. Our consultant will valuate each student monthly to determine when students are ready to exit.

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

5. Pupil personnel services:

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

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

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

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

## **English Language Learners - Attachment**

- are ell report

## **Graduation Requirements**

This section is n/a because we service students from grades: 5-8

## Special Education

Components of Universal Vare Middle 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.

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

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

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

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

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

- Autism
- Deaf/blindness
- Emotional disturbance
- Neurological impairment
- Hearing impairment
- Mental retardation
- Multiple disabilities
- Orthopedic impairment
- Other health impairment
- Specific learning disability
- Speech or language impairment
- Traumatic brain injury; and
- Visual impairment/blindness

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

## Special Education - Attachments

- SpEd Policies and Procedures
- Vare SpEd Plan

## Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Natalie Spina	100	LS	N/A	23	Pull out
Debora Rivera	100	LS	N/A	10	Pull out
Lilly Delatorre	100	LS	N/A	18	Pull out
Cara Hornung	100	LSS	Classroom	11	N/A
Mary Randall	100	ES	Classroom 6		N/A

## 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

Title	Location	FTE
VP, Special Education Services	Universal Companies	1
Classroom Assistant	Life Skills	1
Classroom Assistant	Emotional Support	1
Classroom Assistant	Various Classes	1

## Special Education Program Profile - Chart IV

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

## SECTION IV. ACCOUNTABILITY

### Student Assessment - Primary

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

## Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
PSSA	Yes	Yes	Yes	No	No	No	No
PASA	Yes	Yes	Yes	No	No	No	No
4Sight/Local	Yes	Yes	No	No	No	No	No
Gates/MacGinnitie	Yes	Yes	Yes	No	No	No	No

## Student Assessment

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

## Student Assessment - Attachments

- Vare Preliminary Data PSSA
- Vare PSSA Report

## Teacher Evaluation

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

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

VARE's administrative team possesses state certification. Administrative team consists of the following: 1 Principal, 2 Asst. Principals.

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

## Teacher Evaluation - Attachments

- Universal Companies Evaluation Form
- Vare Teacher Evaluation form

## SECTION V. GOVERNANCE REQUIREMENTS

### Leadership Changes

For the 2011-2012 school year, Universal Vare Charter School began the leadership team with the following administrative personnel:1-Principal/CAO and 2-Assistant Principals.

### Board of Trustees

Name of Trustee    Office (if any)

Abdur Rahim Islam

Glenn Ellis

Gina Minor

Sultan Ahmed

Jermaine Millhouse

## **Professional Development (Governance)**

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

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

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

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

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

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

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

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

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

**October 26, 2011**

**December 21, 2011**

**March 26, 2012**

**June 28, 2012**

**September 24th 2012**

**All meeting times are between the hours of 6:00pm - 8:00pm**

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

- vane board meeting

## **Community and Parent Engagement**

Responsibilities of oversight over the entire board.

The committees include:

Executive - oversees the activities of the entire board

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

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

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

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

Six-Center Framework:

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

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

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

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

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

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

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

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

## **SECTION VI. FINANCIAL RESPONSIBILITIES**

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

Universal Vare in collaboration with other schools received a 21st Century Grant through Foundations, Inc.

Universal Vare also received a PECO Energy Grant.

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

### **Fiscal Solvency Policies**

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

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

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

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

### **Accounting System**

Universal uses the Quickbook Enterprise Accounting System, a computerized accounting system to manage all receipts and disbursements on a per school basis. Universal utilizes the computerized accounting system to perform the accrual method of accounting in accordance with Generally Accepted Accounting

Principles. Detailed supporting documentation is used for entries into the accounting system and the documentation is maintained to produce an auditable trail for all computerized accounting records.

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

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

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

- Vane Preliminary Statement

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

N/A

Annual Audit report will be available November 1, 2012.

There are currently no supporting documents selected for this section.

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

N/A

## **SECTION VII. FACILITY RESPONSIBILITIES**

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

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

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

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

1. Replacing ceiling tiles in the school building;
2. Painting the interior area of the school building, which includes classrooms, hallways, cafeteria and auditorium;
3. Modified school lobby area

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

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

The Universal Vare Charter School 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, Universal Vare 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. Furthermore, she sees that appropriate health screenings are conducted each year. These, along with information regarding immunizations, purchases related to health care equipment and salaries of health care personnel are recorded on the Report of Health Services that is sent to the Pennsylvania Department of Health each year. Copies of the report will be kept at the Universal Vare Charter School office and are available upon request.

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

- Universal Vare Wellness Policy

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

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

Keystone Health Plan

United Concordia Dental Plan

Wage Continuation

Life Insurance

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

- Vare Accord

### **SECTION IX. ADMINISTRATIVE NEEDS**

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

##### **Instructional Staff**

For the 2011-2012 school year, began with an instructional staff of 37 persons:

1. Twenty-nine (26) Regular education teachers
2. Five (5) special education teachers
3. Five (5) specialty teachers
4. One (1) Counselor

##### **Administrative Team**

The administrative team consists of:

Principal/CAO

5. Assistant Principal - Academics
- M Assistant Principal - Operations

##### **Student Support Services**

The student support services staff is joined by the following:

1. One (1) Case Manager
2. One (1) Parent Liaison Manager
3. Six (6) Climate Specialists
4. Thirteen (13) NTAS
5. Five (5) Classroom Assistants
6. One (1) Librarian

7. Two (2) Administrative Assistant

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

- vare staff profile 2011-12

## **Student Enrollment**

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

All enrollment procedures comply with state law and the requirements of the chartering school district. Students are admitted to the Universal Vare 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.

Students select to remain at Universal Vare Middle Charter School because of the steady improvement in the school culture and academic program.

## **Student Enrollment - Attachment**

- Vare Enrollment

## **Transportation**

Universal Vare students live in the Vare School catchment area and therefore walk to school. For those students, who move to a residence in the City of Philadelphia, which is outside of the Attendance Zone (1.5 miles away) are provided free transpasses. This policy is for grades fifth through eighth.

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

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

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

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

A. Be designated by the Office of Specialized Services as a participant in a Special Education class and whose participation requires that transportation is needed to enable the student to get to school, or

B. Live more than one mile from his/her neighborhood school and be participating in the voluntary school desegregation program of the School District of Philadelphia, or

C. Be in grades 1 through 6 and live one mile and a half or further from the neighborhood school, or

D. Be in grades 1 through 8 and whose route to school is determined to be hazardous by the Pennsylvania Department of Transportation, or

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

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

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

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

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

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

K. Special Education Program

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

Eligibility Criteria/Guidelines

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

## **Food Service Program**

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

## **Student Conduct**

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

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

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

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

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

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

## **Student Conduct - Attachment**

- vare code of conduct

## **Signature Page**

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

School Year: 2010

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

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

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

\_\_\_\_\_  
Board President

\_\_\_\_\_  
Date

\_\_\_\_\_  
Chief Executive Officer  
2009 - 2010 Annual Report for Pennsylvania Charter Schools

\_\_\_\_\_  
Date

Verify that all DATA reports to PDE are complete

YES \_\_\_\_\_ NO \_\_\_\_\_

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

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

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

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

*Identify the charter school's Chief Executive Officer.*

**Name:** Abdur Rahim Islam   **Title:** CEO  
**Phone:** 215-732-6518   **Fax:** 215-732-6519  
**E-mail:** arislam@universalcompanies.org

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*Signature of the Chief Executive Officer and Date*

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

**Name:** Abdur Rahim Islam   **Title:** President  
**Phone:** 215-732-6518   **Fax:** 215-732-6519  
**E-mail:** arislam@universalcompanies.org

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

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

**Name:** Eve Carter   **Title:** Vice President Special Education Services  
**Phone:** 215-732-2876   **Fax:** 215-545-2647  
**E-mail:** ecarter@universalcompanies.org

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*Signature of the Special Education Contact Person and Date*

### **Signature Page - Attachment**

- Vare signature page