

JUMOKE ACADEMY CHARTER SCHOOLS



Charter School Annual Report

2013-2014

"The footprints we leave demonstrate the commitment and value of our work and love for our scholars!"

Dr. Troy A. Monroe, Executive Director



JUMOKE ACADEMY

CHARTER SCHOOLS

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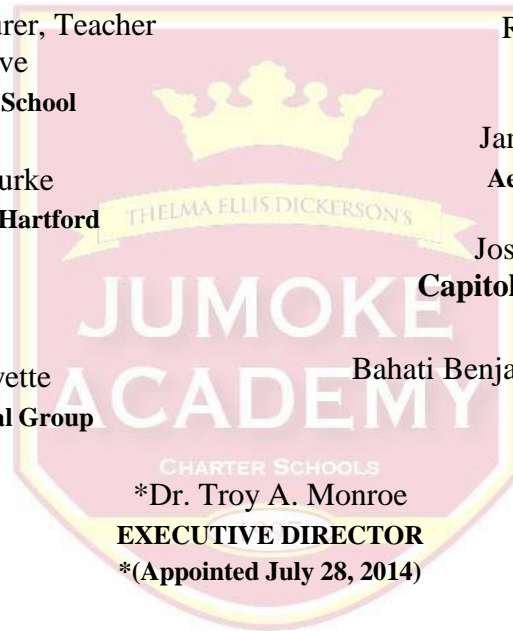
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CHARTER SCHOOLS
*Dr. Troy A. Monroe
EXECUTIVE DIRECTOR
*(Appointed July 28, 2014)

Iris Gomero
ELEMENTARY SCHOOL PRINCIPAL

Justin Pistorius (JAH-SMaRT)

Nichelle Woodson (JAH-HC)

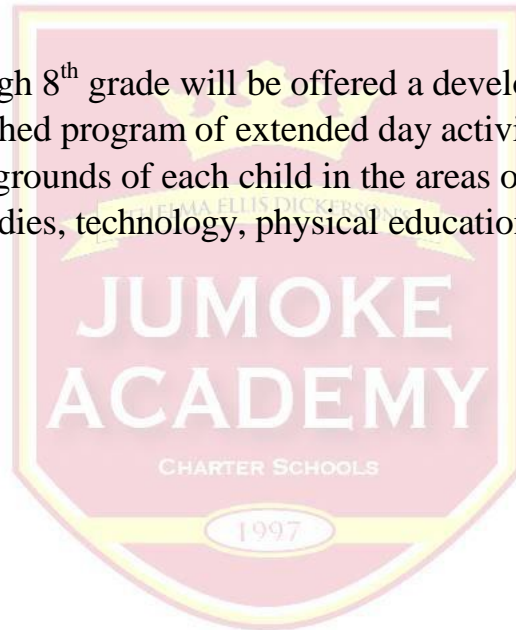
MIDDLE SCHOOL PRINCIPALS

Jumoke Academy's Mission Statement

The mission of Jumoke Academy Charter Schools is to prepare children to successfully compete in the global marketplace despite the social and economic challenges they may presently face.

The academy is dedicated to rigorous academic and social standards achieved by holding high expectations for all students during challenging instruction. The concept of *Jumoke*; everyone loves the child; is central to the academy's mission to provide a safe and nurturing environment for its children while providing high quality instruction.

Students in Pre-K through 8th grade will be offered a developmentally appropriate curriculum and an enriched program of extended day activities which addresses the unique talents and backgrounds of each child in the areas of science, mathematics, language arts, social studies, technology, physical education, music and art.



Letter from the Executive Director and the Chairman of the Board of Directors

Stefan Pryor, Commissioner
Connecticut Department of Education
December 2014

Dear Commissioner Pryor:

Jumoke Academy Charter Schools is honored to submit its Annual Report for 2013-2014, our 17th report since 1997. The success of Jumoke Academy Charter School continues to exceed expectations since opening our doors in 1997! The Academy has undergone many challenges this past year with significant impact on the management and organizational structure that for many would of have closed its doors. The resiliency and commitment of our parents, educators, scholars, and community to weather the storm and keep the well-being of scholars first has resulted in everyone coming together as a demonstration of “taking a village to raise a child”.

Since coming on board as the newly appointed Interim, Executive Director on July 28, 2014, I have had a number of immediate priorities to respond to on behalf of the Academy. Amongst those priorities were responding to state and federal inquiries regarding the historical management of the Academy, re-staffing teacher and key leadership positions, and establishing a working relationship with a newly configured board of directors. As a result of these trials, this annual report has been written based on available historical archives. It should be noted that a number of historical archives and data points were not made available during the leadership transition and the data herein included is representative of how the academy has maintained fiscal responsibility related to its financial management, governance, design, and academic performance.

Historically, the Academy has demonstrated balanced budgets and audits which are indicators of appropriate management and internal controls despite questions related to the external management organization. Evidence of a governance board suggests that there has been engagement of a body assembled to have oversight and responsibility for carrying out the business of the Academy. The Academy continues to be proud of its greatest successes which has been its high achieving scholars who continue to out perform students in neighboring districts as well as compete with those students in more affluent districts in the state of Connecticut.

As a district, Jumoke Academy scholars demonstrated increased student performance in cohort analysis of the last CMT skills test for grades 4-8. There were notable increases in reading and writing consistent with performance levels at or above goal.

In 2013-2014, Jumoke Academy continued to focus on literacy, curriculum review, and the development of school-wide data teams to ensure the school continues to improve academically. Extra-curricular activities and educational field experiences continue to be purposeful practices to further enhance and develop the social and world experiences for our scholars. Over 150 scholars continue to participate in our after school-extended day enrichment programs.

The Academy continues to focus on developing the whole child. As a result of this focus, our scholars continue to be involved in planned character education programming, music, arts, and service learning experiences. It continues to be our goal with the support of the Connecticut State

Department of Education, to offer quality learning experiences to the students served by our school sights on consolidating, renovating, and/or erecting a state of the art facility which will help the Academy's scholars to compete while acquiring 21st century learning skills. If teachers and students from the community we serve have equitable educational experiences and facilities that help to promote their total development, we believe the historical trend of high academic achievement will continue.

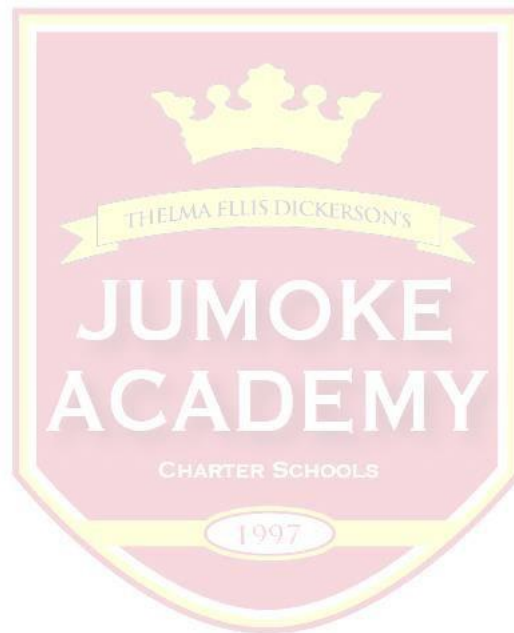
As has been previously communicated by former leadership, we continue to believe that an important priority is to continue building a sound academic program that will permanently establish Jumoke Academy on the list of schools achieving academic excellence year after year. Equity in funding continues to be a serious concern for us as we strive to deliver the best education and programming that will allow our scholars to be well educated and competitive. Your support and advocacy for funding equity continuous to be an important factor in ensuring that we have the resources to continue our record of success and high level of achievement.

We remain committed to achieving the vision and dream of our founder, Thelma Ellis Dickerson. to provide a learning institution of excellence where children from challenging circumstances can graduate with the skills and character necessary to compete on equal footing with students from all of life's circumstances.

Sincerely,

Troy A. Monroe, Ed. D.
Executive Director

James Michel
Chairman of the Board



About Our School

SCHOOL PROGRAM

STUDENT ADMISSION PROCESS

The admissions process at Jumoke Academy includes an annual registration period with a closing date of February 28. Parents who already have children enrolled at Jumoke are given priority admission if seats are available.

Students are required to submit an application which allows us to learn something about the individual applying. If there are more students applying than seats available, as is often the case, a student lottery is held in early March. During this lottery process, students are selected on a random basis from a drawing that is open to the public. All applications, excluding priority admissions, received by the deadline date of February 28 are included in the lottery drawing during the second week of March.

STUDENT RECRUITMENT

Recruitment begins with letters to parents of children already enrolled to determine how many students plan to return in the next school year. In those letters parents are informed of the priority admission for siblings of students already enrolled at Jumoke and asked to provide information if there is a sibling in the home who plans to attend Jumoke the following school year. Jumoke Academy also recruits students through advertising in community newspapers, speaking engagements at local churches, and community events.

TRANSPORTATION

The Hartford Board of Education's Transportation Department provides transportation for those students who live within the city limits. However, students who reside outside Hartford must provide their own transportation.

STUDENT INFORMATION

APPLICATIONS RECEIVED

2012-2013 School Year

For the 2012-2013 school year, we received the following for applications. Pre-Kindergarten 95 applications, Kindergarten 112, First Grade 63, Second Grade 38, Third Grade 38, Fourth Grade 48, Fifth Grade 16, Sixth Grade 30, Seventh Grade 16 and Eighth Grade 6. In total we received 462 applications for this year.

The total number of students that received a seat this year is as follows. Pre-kindergarten 42, Kindergarten 7, First Grade 4, Second Grade 4, Third Grade 4, Fourth Grade 2, Fifth grade 39, Sixth grade 39, Seventh Grade 20, and Eighth grade 7. We were able to accept a total of 168 students this year.

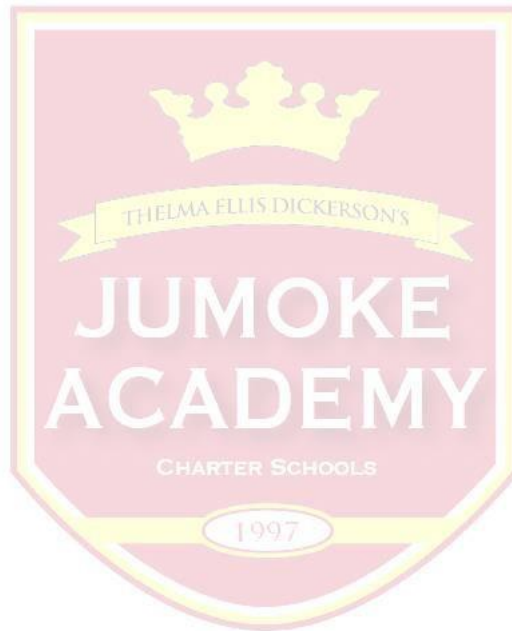
After the 2012-2013 lottery there were a total of 369 students on our waiting list as of October 1st, 2012. By grade it breaks down as follows. Pre-Kindergarten 66, Kindergarten 112, First Grade 57, Second Grade 26, Third Grade 38, Fourth Grade 48, Fifth Grade 16, Sixth Grade 0, Seventh Grade 2, Eighth

Grade 4.

2013-2014 School Year

Based on enrollment data available for the 2014-2015 school year, the Academy's enrollment total as of October 1 was 685 scholars in grades pk-8. As a result of this analysis, it can be concluded that the 2013-14 application and enrollment process was one that supported the necessary enrollment figures necessary to open our doors at close to maximum capacity.

Since its opening in 1997, Jumoke Academy has consistently had more children applying for admission each year than seats available.



CURRICULUM DESIGN AND INSTRUCTIONAL METHOD AND MODIFICATION

The Jumoke curriculum is a compilation of suggested themes, recommended exemplary texts, mentor texts and sample performance tasks as referenced in the Common Core ELA standards document including appendices A, B, and C (www.corestandards.org). The themes utilized are copyright 2012 by Common Core, Inc. Suggested Learning Targets come from www.qualityinstruction.org. From those referenced materials, the curriculum director added additional essential questions, enduring understandings, and instructional strategies to enhance the document in order to be utilized as the core curriculum for ELA in kindergarten through eighth grade. The Mathematics curriculum was prepared utilizing the Connecticut State Department of Education's Curriculum Unit Planning Organizers. To that, Jumoke enhanced the document with: anticipated misconceptions, suggested learning targets, sample performance tasks and assessments.

Goals:

- Scholars will be self-directed, strategic readers who construct meaning through reading, writing, speaking, listening and viewing of written, visual, oral, or other multimedia formats.
- Scholars' perspectives will be enhanced through their exposure and experience with literature and informational texts.
- Scholars will respond thoughtfully and critically to literature, informational and persuasive pieces that incorporate varied periods and cultures.
- Scholars will effectively communicate their ideas and experiences, demonstrating the ability to create visual, oral, and written products for a variety of purposes, audiences, and from multiple perspectives.
- Scholars will effectively employ the conventions of the English language to communicate.
- Scholars will use technology as a tool to facilitate learning.

School Goals

Thelma Ellis Dickerson's Jumoke Academy Elementary School

(Kindergarten through 4th Grade)

I. Educational Progress of Students

Goal : Jumoke Academy students will improve their reading scores as measured by the DRA2.

Objective: By June 2014, 90 % or above of Jumoke Academy students in grades K through 4th will meet or exceed grade level expectations in Reading as measured by the DRA2.

Tool: DRA2

Benchmark: 90%

Progress in meeting the goal:

Data Unavailable

Kindergarten

First Grade

Second Grade

Modification in Goal Objectives for the 2013-2014 school year: None

Improvements Planned for 2013-2014: We will continue to target students performing below the benchmark for extra support through small group skills based instruction. Additional Tier II/III support will be available for these students to accelerate their rate of progress. Furthermore, frequent progress monitoring will be utilized to determine mastery of concepts/skills.

Thelma Ellis Dickerson's Jumoke Academy (K through 4th Grade)

I. Educational Progress of Students

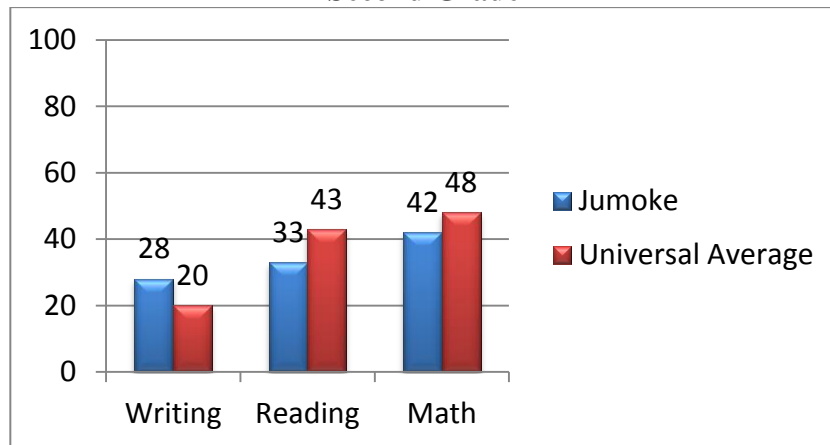
Goal : Jumoke Academy k-4 students will improve their reading and writing achievement as assessed by Blue Ribbon Assessment .

Objectives:

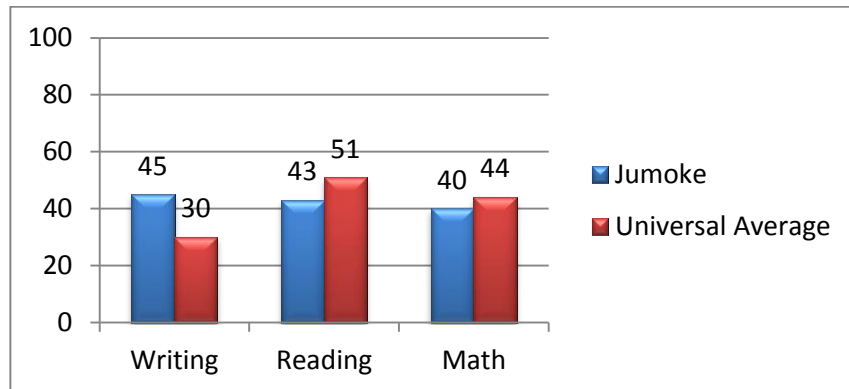
- *By June 2014, the percentage of students in Kindergarten through 4th grade meeting or exceeding grade level expectations will increase by at least 30% as measured by the Reading and Writing portion of the Blue Ribbon Assessment.*

2013 Fall Blue Ribbon Data

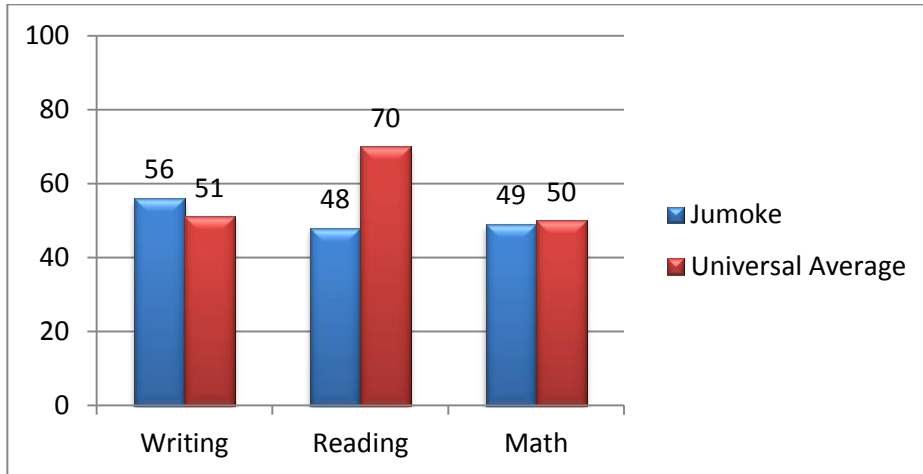
Blue Ribbon Comparison to Universal Average Fall 2013 Second Grade



Blue Ribbon Comparison to Universal Average Fall 2013 Third Grade



Blue Ribbon Comparison to Universal Average Fall 2013 Fourth Grade



Blue Ribbon Level Rating

	Reading	Math	Writing
2 nd	Not Proficient	Not Proficient	Below Basic
3 rd	Not Proficient	Not Proficient	Below Basic
4 th	Not Proficient	Not Proficient	Proficient

Progress in meeting the goal: **Data Unavailable**

- K grade
- 1st grade
- 2nd grade
- 3rd grade -
- 4th grade -

Modification in Goal/Objective: None

Improvement Planned for 2014 - 2015:

Goal : Jumoke Academy K-4 students will improve numeracy achievement as assessed by Blue Ribbon Assessment.

Objectives:

- *By June 2014, the percentage of students in Kindergarten through 4th grade meeting or exceeding grade level expectations will increase by at least 30% as measured by the Mathematics portion of the Blue Ribbon Assessment.*

Progress in meeting the goal:

- Implementation of Data teams
- Tiered Interventions implemented
- Small group instruction established
- Differentiated Instruction initiated

- K grade – **Data Unavailable**
- 1st grade – **Data Unavailable**
- 2nd grade – **Data Unavailable**
- 3rd grade – **Data Unavailable**
- 4th grade -. **Data Unavailable**

Modification in Goal/Objective: None

Improvement Planned for 2014-2015:

-
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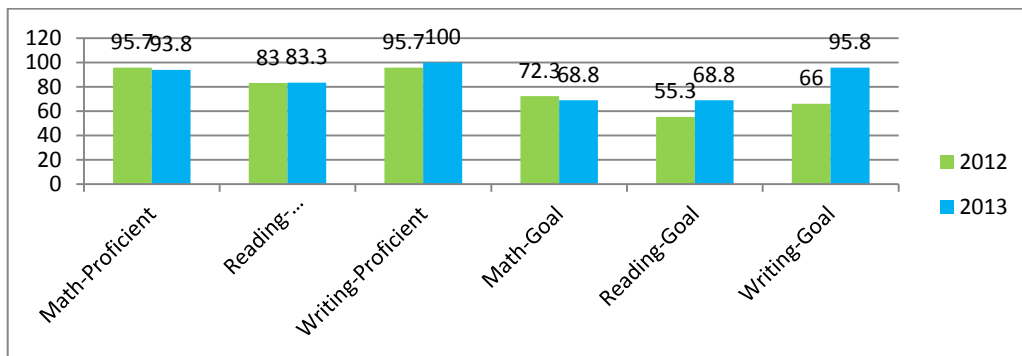
CMT Data:

**NON-COHORT CMT DATA
TED
2011-2013
Grade Level Comparison (non-matched data)**

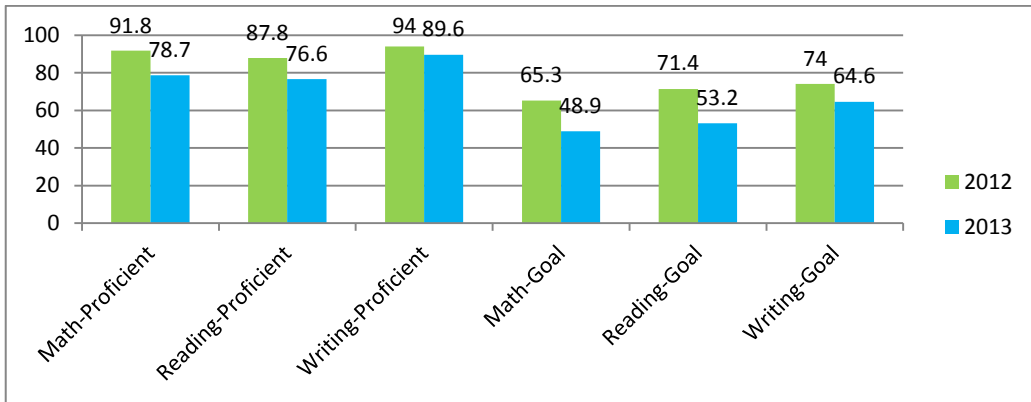
**NON-COHORT CMT DATA
TED
2011-2013**

Connecticut Mastery Tests % Proficient & Above											
Subject	Math			Reading				Writing			
Year	2011	2012	2013	2011	2012	2013	2011	2012	2013		
Grade 3	100	95.7	93.8	90.7	83.0	83.3	95.5	95.7	100		
Grade 4	72.7	91.8	78.7	61.4	87.8	76.6	85.1	94.0	89.6		
Connecticut Mastery Tests % Goal & Above											
Subject	Math			Reading				Writing			
Year	2011	2012	2013	2011	2012	2013	2011	2012	2013		
Grade 3	66.7	72.3	68.8	72.1	55.3	68.8	77.3	66.0	95.8		
Grade 4	43.2	65.3	48.9	47.7	71.4	53.2	61.7	74.0	64.6		

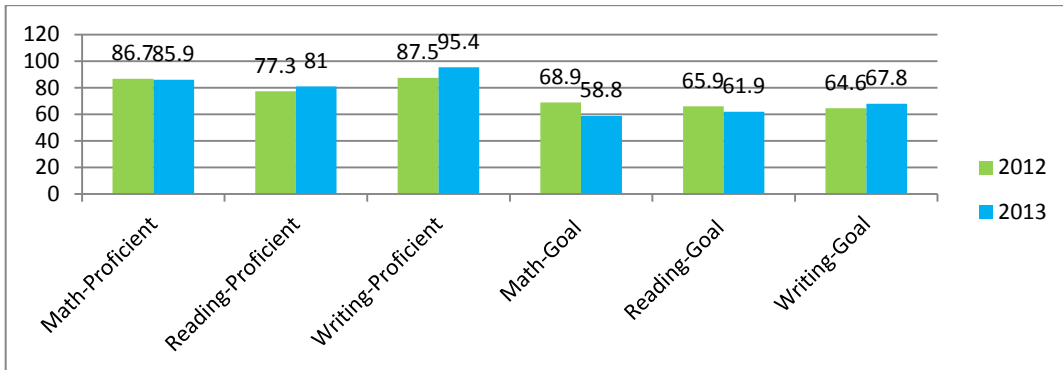
Grade 3



Grade 4



Grade 5



II. Accomplishment of Mission, Purpose, and Specialized Focus

Goal : To promote a physically, emotionally, and intellectually safe educational environment at TED-JA .

Objectives:

1. Over 95% of students at TED will report feeling safe at school based on results from the 2013-14 School Climate Survey.

Progress in meeting goal:

Data Unavailable

Implemented Strategies:

- School Climate training for staff and parents was provided
- Second Step character development curriculum implemented
- Second Step booster groups facilitated by university facilitators
- PBIS implementation continued
- School-wide Anti-bullying Assembly held
- Weekly Random Acts of Kindness recognition during morning meetings

Based on Safe School Climate survey responses students at TED feel happy, safe, and successful at school. In addition, staff members report consensus in the following areas:

Parents also reported satisfaction with his/her own and student's experiences at TED and felt that their child is safe, teachers care about children's success, principals and teachers are fair to the children and enforce school rules.

Modification in Goal/Objectives for the 2014-2015 school year: None

Improvements Planned for 2014-2015: As new families and students join Jumoke Academy, we will continue to monitor and promote a positive and safe school climate at TED. During the 2014-2015 school year, TED will continue its implementation of PBIS and SRBI with fidelity through its participation in the State Professional Development Grant. In addition, we will continue to seek partnerships with the local university counseling departments and schools of education to further our efforts to provide character education at TED. We will collaborate on initiatives that promote the overall wellbeing of students, staff and families at TED.

Jumoke Academy Honors at the Hartford Conservatory (JAH-HC)

I. Educational Progress of Students

Goal A. Jumoke Academy Honors at the Hartford Conservatory scholars will improve reading comprehension and writing achievement as measured by Blue Ribbon benchmark assessment.

Objectives:

- A. *By June 2014, all scholars will increase performance in reading comprehension by 15% as evidenced by the Blue Ribbon assessment.*
- B. *By June 2014, all scholars will increase performance in writing by 20% as evidenced by the Blue Ribbon assessment.*

Progress in meeting the goal:

- Implementation of small group instruction for all learners
- Implementation of literacy circles and stations
- Small group intervention for students not meeting proficiency levels
- Content specific weekly meetings to discuss current strengths and challenges for scholars
- Content specific meeting with the Director of Student Support Services to discuss students of concern and students currently receiving services
- Twenty minute extra support block to reading strategies
- Vocabulary across the content school initiative
- Implementation of journaling focusing on a specific reading strand

- Facilitation of Blue Ribbon assessment
- Facilitation of DRA assessment
- Content specific meeting with the Director of Student Support Services to discuss students of concern and students currently receiving services
- Utilization of graphic organizations and focus writing tasks
- Implementation of journaling focusing on a specific writing strand
- Facilitation of Blue Ribbon assessment
- Interdisciplinary collaboration with ELA and Social Studies department
- Utilization of Scholastic Writing Trait Crate

This objective was _____ as measured by Blue Ribbon End of the Year assessment:

- 5th grade: **Data Unavailable**
- 6th grade: **Data Unavailable**
- 7th grade: **Data Unavailable**

Modification in Goal/Objectives in the 2013-2014 school year: NONE

Improvements Planned for 2014-2015:

-

Goal B. Jumoke Academy Honors at the Hartford Conservatory scholars will improve math achievement as measured by Blue Ribbon benchmark assessment.

Objectives:

A. *By June 2014, all scholars will increase math performance in the domain of number systems by 20% as evidenced by the Blue Ribbon assessment.*

Progress in meeting the goal:

- Implementation of small group/differentiated instruction for all learners
- Small group intervention for students not meeting proficiency levels
- Content specific weekly meetings to discuss current strengths and challenges for scholars
- Content specific meeting with the Director of Student Support Services to discuss students of concern and students currently receiving services
- Facilitation of Blue Ribbon assessment
- Implementation of strand/skill specific stations
- Facilitation of extended support during lunch, 20 minute block, and after school program

Blue Ribbon end of the year assessment Data:

- 5th grade: **Data Unavailable**
- 6th grade: **Data Unavailable**
- 7th grade: **Data Unavailable**

Modification in Goal/Objectives in the 2013-2014 school year: NONE

Improvements Planned for 2014-2015:

II. *Accomplishment of Mission, Purpose and Specialized Focus*

Goal A. Jumoke Academy Honors at the Hartford Conservatory scholars will participate in activities that promote the development of social-emotional learning, as well as, character and leadership development.

Goal B. Parental engagement will increase.

Objectives:

- A. *Increase the percentage of scholars who report positive relationships and interactions with teachers and staff.*
- B. *Increase parental engagement by a minimum of 10% as measured by participation in school events, activities and communication systems.*

Progress in meeting the goals: **Data Unavailable**

- Improvements Planned for 2014-2015:

Jumoke Academy Honors—Science Math and Research Technology Middle School (Grades 5-8)

***I. Educational Progress of Students* Data Unavailable**

Goal A: Data Unavailable

This objective was ...

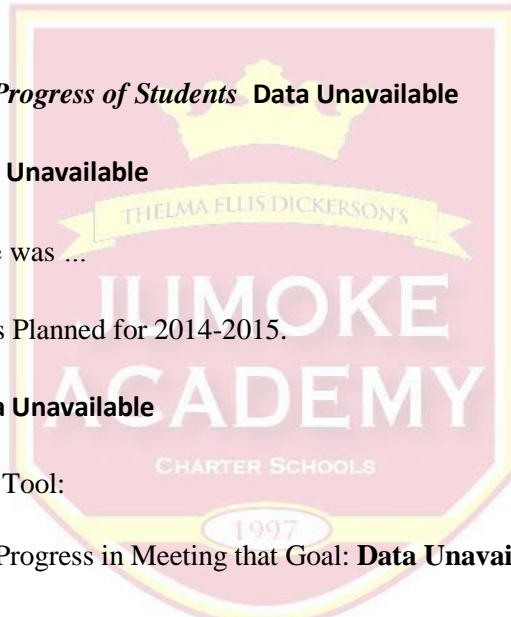
Improvements Planned for 2014-2015.

Goal B: Data Unavailable

Measurement Tool:

Benchmark: Progress in Meeting that Goal: **Data Unavailable**

Improvements Planned for the 2014-2015 school year:



II. Accomplishment of Mission, Purpose, and Specialized Focus

Goal A: Data Unavailable



III. Efforts to Reduce Racial, Ethnic and Economic Isolation to Increase the Racial and Ethnic Diversity of the Student Body

Connecticut law requires that school districts provide educational opportunities for their students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds. This may occur through magnet school programs, public school choice programs, charter schools, minority staff recruitment, inter or intra district programs and projects, distance learning, or other experiences. Below is a description of how this school district provides such experiences.

Jumoke Academy interdistrict school partnerships data was unavailable for this report. The academy continues to recognize the importance of maintaining these cooperative relationships that result in our students and teachers working together on educational and social programs with students from different socio-economic and ethnic backgrounds.

Jumoke Academy's academic curriculum enrichment activities continue to address learning about the various cultures, countries and races around the world. Each month our students learn about a different culture or ethnic group by involving themselves in activities or programs such as the celebration of Kwanza, Rosh Hashanah, Three Kings Day, Black History Month, Hispanic Awareness Month and the various celebrations of different islands in the West Indies. Additionally, our music and art programs continue to promote artistic work on the part of our students which introduce and help in their understanding of different cultures and ethnic groups in America and around the world.

Efforts to Reduce Racial, Ethnic, and Economic Isolation to Increase the Racial and Ethnic Diversity of the Student Body

During 2013-2014, Jumoke Academy had zero expulsions. The specific percentages of suspensions were unavailable at the time of this report. The reason for these exceptional retention statistics continues to be how quickly and effectively interventions to address behavior are assigned to students when they display behavior that is counter to the Jumoke culture. Our primary goal is to assist the student in developing the requisite skills to improve and modulate their behavior. We continue to implement policies, procedures and practices that include various levels of intervention before the usage of removal from the classroom, in-school suspension, out-of-school suspension, and lastly expulsion, considered or exercised.

These interventions include both social support and academic assistance. Over the past 16 years we have crafted and honed best practices in the area of student behavior refinement and attribute our success to a committed and dedicated teaching and administrative staff that tirelessly monitor, evaluate and improve our methodology.

The logo for Jumoke Academy Charter Schools is a shield-shaped emblem. At the top is a crown. Below the crown is a banner with the Latin motto "VERUM VINCIT". The main body of the shield contains the text "JUMOKE ACADEMY" in large, bold, white capital letters. Below this, in smaller white capital letters, is "CHARTER SCHOOLS".

Attracting of Students

Because we have a non-exclusive, open lottery and blind admissions policy, with no pre-screening interview process, the majority of our students are a direct reflection of the socio and economic demographics of the North End of Hartford. As a result and consistent with 2012-2013 data, over 55% of the African-American student body receives free or reduced priced lunches pursuant to federal law and regulations.

Despite our high student retention rate and full enrollment for each grade, except PreK, we continue to employ various methods to publicly announce each open enrollment period, which runs from March to October first. The application form along with all dates and deadlines for the submission of new applicants for PreK to 8th grade is posted on our website. Hard copies are available at the school's main office. In addition to electronic postings, we also purchase print advertisements in local newspapers such as *The Northend Agent*, *La Voz* and *the Hartford Courant*. Community-outreach remains an important element of our marketing. We distribute informational materials to Hartford local churches and attend

services to inform parishioners of enrollment opportunities at our schools. We also work with the YMCA and YWCA to reach community residents. During the entire year, including the enrollment period, our offices are open from 8:30 a.m. to 5p.m. where we accept both phone calls and in-person inquiries from interested parents.

Enrollment

Each March we operate and manage a transparent public lottery to fill any vacancies and to create a wait-list. It is an open forum for parents and students. Prior to the lottery student applications are collected and each applicant's name is transcribed onto a piece of paper and placed in a common box. On the day of the lottery names are pulled and recorded on a wait-list. Letters are mailed to all the families in the lottery confirming their number on the list. Students are contacted as a seat in a grade becomes available. There are no special clauses in our enrollment policy. It is a blind lottery with no pre-screening and no post-lottery interviews. All students are welcome to apply to our schools. We also maintain a sibling policy for siblings of currently enrolled students who live in the same household and have attended the school for at least one year. Siblings are eligible for preferential status which permits the student to preempt other students from the general lottery based on available seats. Students who are accepted by the lottery process or via the sibling policy attend an open house along with their parents before the start of the school year for an orientation session regarding our schools' expectations and policies.

Retention and Suspension Policies

Jumoke's high retention rate is consistent for both general population students and students that are in special education or eligible for free and reduced lunch. Jumoke's success is predicated on the supportive and proactive culture that teachers and administrators employ to ensure student's remain engaged and in the classroom, actively participating in their learning. A major component of that supportive and proactive culture are the efforts to maintain parent participation in the learning process and inform them of any disciplinary issues taking place inside or outside of the classroom. One step employed by Each Jumoke Academy School is to send home and require parents to sign-off and return a weekly in-school disciplinary update slip.

Regardless of the disciplinary issue, the primary concern is always how to craft disciplinary action to positively impact the student's future learning and the learning environment of the classroom and school. Each school utilizes a similar system for tracking and responding to behaviors prior to determining solutions. All are careful and deliberative, however, to introduce a series of corrective measures that guide students toward better behaviors and minimizes the necessity for classroom removals, detentions, and/or suspensions.

Teachers are the first responders to intervene and address student behavior issues. As such, they are given a great deal of support and coaching on how to redirect students in conversations toward positive

and respectful solutions to issues or problems. Continued behavioral issues or more serious infractions, however, result in Office Disciplinary Referrals (ODRs), demerits, and pink slips at the Academy.

All school campuses have implemented Positive Behavioral Intervention System (PBIS) and the supplementary student behavior tracking software School Wide Information System (SWIS) for the 2013/2014 school year. PBIS is a decision making framework that guides selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students(1). PBIS and SWIS emphasize —four integrated elements: (a) data for decision making, (b) measurable outcomes supported and evaluated by data, (c) practices with evidence that these outcomes are achievable, and (d) systems that efficiently and effectively support implementation of these practices.

By Using PBIS, each Jumoke Academy campus is able to analyze and track what, when, and where behavioral issues occur, and is able to integrate that information with personal anecdotes from teachers, and knowledge of familial issues surround a student to determine why and how to best help the student manage themselves better in the future.

Generally, in all schools, if issues continue to occur or are of a more serious nature, administrators judiciously utilize detention and suspensions to provide students with coaching on accepting responsibility, skills on how to avoid and manage similar situations in the future in a healthy way, and the opportunity to contact their parents to explain what they have done that requires discipline. Parent conferences are also required to ensure that there is clear communication on how to move forward and discuss additional supports.

Regardless of the disciplinary issue, Administrators and teachers strive to use minimally punitive measures to teach positive behaviors' bring parents into the process to ensure that the chosen disciplinary action forwards the student's future education, does not adversely impact their learning, and will effectively mold the student into a more effective future learner.

Financial Information

Account 2015	Account Board Type	Account Approved Budget	2013-2014 Board Code	2014- Account		
Title	Approved Budget	Approved Budget				
REV	0106	State Charter School	\$	7,402,500	\$	8,613,000
REV	0112	Title II		32,044		45,112
REV	0113	Title I		277,569		199,632
REV	0113	CT Technology Grant				201,785
REV	0113	E rate Telecom Reimbursements		65,110		121,840
REV	0125	Contributions		250		
REV	0128	Miscellaneous Income		108,080		117,785
REV	0129	Interest		135		90
REV	0202	Student Support Services		12,992		53,574
REV	1701	Rental Income		95,400		111,590
REV	1702	Special Education Inco		308,873		466,794
Total Revenue			\$	8,302,953	\$	9,931,202
EXP	0201	Education Instructional Expense	\$	3,645,762	\$	3,768,132
EXP	0202	Student Support Services		1,169,939		1,169,685
EXP	0203	Instructional Service Improvement		314,500		643,932
EXP	0205	School Based Administration		1,218,847		1,720,625
EXP	0206	Plant Services Oper/Maint		947,166		1,061,576
EXP	0209	Food Services		4,000		4,000
EXP	0212	Special Education Expenses		349,443		466,794
EXP	0215	Facilities Acquisition Construction		149,600		320,385
EXP	0220	Debt Service - Principal		310,162		459,063
EXP	0221	Debt Service - Interest		78,440		198,422
EXP	9999	Contingency Expense		115,094		115,094
Total Expenses			\$	8,302,953	\$	9,927,707
NET INCOME						3,495

Best Practices

Jumoke Academy Elementary School

1. Monitoring, Accountability and Assessment:

The staff at TED-JA shares a strong commitment to improving academic and behavioral outcomes for all students. Efforts that contribute to improving academic and behavioral outcomes include teachers and administrative staff setting individual goals that are aligned to the school and district-wide improvement plan in the areas of student academic and behavioral performance, school climate, and family/community involvement. TED-JA teachers and staff use multiple measures of student learning to guide instruction and learning and regularly assess student progress. In addition to meeting daily with grade level partners to plan instruction, teachers dedicate one hour every other week to analyze data from Blue Ribbon mathematics and reading assessments, DRA 2, DIBELS, writing prompts and other common formative assessments in order to identify individual students' areas of strength and in need of improvement as well as overall trends. Furthermore, this data is used by teachers to differentiate instruction, develop student Intervention Plans and to implement tiered interventions.

Interventions for students who are struggling start in the classroom. Tier I interventions include homogeneous groups during reading and math instruction, re-teaching of specific skills in small groups by ability level with the aid of academic assistants, support after class, assignment of leveled reading materials, and the use of manipulatives, among other interventions. In addition, teachers and academic assistants utilize research-based intervention programs such as Lexia, and Symphony Math to tackle specific reading and mathematics skill deficiencies at the Tier II and III levels. Teachers are also in constant communication with the special education teacher and other student support personnel in order to discuss different academic and behavioral intervention strategies that can be implemented in the classroom. Accountability measures that focus on the achievement of all scholars at high levels are also in place. These include end of marking period meetings with teachers and administration in order to review the overall and individual progress of scholars by grade level, discuss the implementation and outcome of interventions, as well as to discuss opportunities for extended learning.

Commitment to improving academic and behavioral outcomes for all students is also evidenced by the implementation of Saturday Academy. Saturday Academy is held twice a year for duration of six weeks each session. Scholars spend three hours each Saturday focusing on identified areas for improvement in language arts and mathematics.

2. Curriculum and Instruction:

Thelma Ellis Dickerson's Jumoke Academy Elementary School (TED-JA) is dedicated to rigorous academic and social standards achieved by holding high expectations for all students through challenging instruction and a strong emphasis on character education. The concept of *Jumoke* – —everyone loves the child – is central to the academy's mission to provide a safe and nurturing environment for its children while providing high quality instruction. Students in Pre-K through 4th grade are offered a research-based, developmentally appropriate, and rigorous curriculum as well as an enriched program of extended day activities which addresses the unique talents and backgrounds of each child.

The newly implemented Mathematics and ELA curricula are aligned with the Common Core State Standards (CCSS). The Mathematics curriculum entails learning mathematical content in the context of real-world situations, using mathematics to solve problems, and developing —habits of mind that foster mastery of mathematics content as well as mathematical understanding. The ELA curriculum is structured around various themes that are content and skill rich. Each theme exposes scholars to a wide range of suggested literature and nonfiction selections that reflect the cultural diversity of the greater world. Through these themes scholars are able to examine character traits that define the core values we teach through our character education program. Scholars analyze and discuss character’s decisions as well as their own, building cultural knowledge and acquiring appropriate behavioral skills. A sample of some of the themes incorporated into our ELA curriculum are listed below:

Kindergarten- —Exploring the Neighborhood with Friends| Following directions and learning to get along with friends.

1st grade- —Life Lessons| Morals, and fables as stories that teach lessons.

2nd grade - —Building Bridges with Unlikely Friends| Bridging cultural gaps through friendship and examining the power of friendship.

3rd grade - —Stories Worth Telling Again and Again| Learning the cultures of the origins of the various trickster tales.

4th grade - —Tales of the Heart| Examining the ‘human experience’ and identifying commonalities amongst one another.

The content of the curriculum, reading selections, and educational experiences provided to students are constantly reviewed by teachers, administrative staff and the Director of Curriculum Instruction and Assessment.

3. Professional Development:

Ongoing professional development, which is aligned with the school’s common focus and high expectations to improve the performance of all students, is critical in high-performing schools. These professional development offerings were focused and informed by research and school/classroom-based assessments. Appropriate instructional support and resources were provided to implement approaches and techniques learned through professional development.

High expectations were not reserved to the students at Jumoke Academy. Our educational philosophy is that Jumoke is a place where everyone learns. For instance, teachers were engaged in Professional Learning Communities throughout the year. Staff meetings at TED were not used to merely disseminate information, but to share evidence-based strategies in order to improve student learning. During the 2013-2014 school year, Jumoke staff engaged a variety of PD topics to include a focus on data teaming, technology integration, Response to Intervention, Literacy strategies, Common Core & Common Core roll out. Additional topics discussed were aligned to school and district-wide improvement efforts and were applied in the classroom throughout the year. In addition, one early release day per month was dedicated to professional development for all staff in the areas related to the school and district-wide goals. Learning from colleagues was also a big part of enhancing student learning at

Jumoke. Senior teachers and Instructional Team Leaders conducted peer observations and provided assistance to colleagues in areas identified as in need of improvement. In addition, teachers are fully engaged in professional development opportunities that were later shared with the rest of the staff. For instance, teacher leaders attended professional development sessions on the roll out of the Common Core and unit lesson planning. Sharing and implementation of this information will be key as we continue to transition into the full implementation of the Common Core.

Jumoke Academy Honors: Science, Math, and Research Technology (JAH-SMaRT)

1. Monitoring, Accountability, and Assessment

Observation, student work, projects, oral and written presentations, quizzes and tests- standardized and teacher made are ways teachers evaluate, assess and monitor student progress throughout the school year. At monthly academic review and school wide data meetings teachers and administration analyze the data to set goals and objectives for the purpose of using data to drive instruction. The Blue Ribbon and DRP Assessments administered three times within the school year, September, January and May, to generate baseline data for planning instruction and designing intervention for students below grades level, accelerated learning for above level students. The data is also used to track trends and develop subject level pacing guides for progress monitoring.

Regular weekly and bi-weekly teacher made formative benchmark unit tests and quizzes were constructed using Blue Ribbon materials, CMT and Common Core like formatted questions were used to determine students' mastery of concepts and skills taught. Data generated from these also were used to plan remediation, intervention, and academic support for students. Data input into the school's data tracker allowed teachers to keep an account of students' performance for the purpose of remediation and record keeping.

At monthly academic reviews teachers met with the principal to review/assess students' work, looking for evidence of movement towards goal identify resources, review pacing guide and plan intervention and support.

2. Curriculum and Instruction:

JAH-SMaRT students achieved at very high levels on the 2013 CMT in the area of reading and writing. Many of the curriculum and instructional practices implemented by staff had a great influence on these results. Each teacher created and submitted unit plans and instructional calendars aligned with the state curriculum. Teachers worked together with their team and administration to ensure that all standards are covered and maximize time on instruction. Teachers were given common daily planning periods to meet together and discuss cross-curricular connections. The social studies teachers worked very closely with the writing teachers to ensure that social studies unit assessments not only covered content, but also writing process skills. The Language arts teachers included texts in their instruction that touched upon themes and topics that were being discussed in social studies.

The curriculum documents provided guidance for standards and suggestions of texts to use in units of instruction without prescribing too specifically required texts. This empowered teachers to take ownership of the planning process in a way that maximized both teacher and student engagement. Teachers submitted all of their end of unit assessments to administration for collaborative review. When

the principal walked through to conduct informal observations while also monitoring lessons being taught for alignment to the curriculum. When teachers tended to create traditional end-of-unit assessments, they were encouraged to try alternate, research based forms of assessments that prompted students to use problem-solving skills in a group to demonstrate mastery of material and 21st century skills.

On the 7th/8th grade level, students had one hour of Language Arts class and one Writing Composition class every day. The Language arts concentrated on reading and responding to literature verbally and through written expression while the Composition class focused on grammar, editing and revising skills as well as crafting 5 paragraph essays.

The math curriculum also followed the state standards throughout the year. In addition, teachers supplemented their unit plans in the months of February and March with a SBAC prep initiatives.

All teachers set class goals with for each homeroom that were aligned with the school goals. These goals were tied to success on course assessments and were graphed and displayed in the classroom. Students also set individual goals for improvement on assessments and assignment completion.

An emphasis on character building and positive school climate in the building is a big part of what allows students to concentrate on learning once they are inside the classroom. All students in each grade received at least 2 trimesters of character building instruction based upon the Second Step character building curriculum. All homerooms were in friendly competition with each other all year and earned points for attendance, fewest demerits in a week, highest demerit reductions from the previous week, highest rate of improvement on common district benchmark assessments. The point totals per homeroom were updated every week in a school wide assembly and the winning homerooms in each trimester earned an end-of-year trip. Students were highly motivated by this initiative and seemed to work extra hard to help each other in class with assignments and organization because their work completion rates eventually would lead to more or less homecup points being awarded.



Jumoke Academy Honors: Hartford Conservatory (JAH-HC)

1. Monitoring, Accountability and Assessment:

The commitment to ensure an educational environment with structures to support exemplary instruction and constructivist learning were the foundation of goals established for the 2013-2014 academic year. Progression in the goals required continual monitoring, accountability and assessment. For the aforementioned school year, a strong focus was placed on improving scholars reading comprehension. District benchmark assessments, DRA2 in grade 5 and Blue Ribbon assessments in grades 5 through 7, were utilized to determine scholar achievement.

Regular team based data meetings were conducted to analyze data obtained through assessments—standardized and teacher created. Student work, assessments, projects and presentations were continually monitored to evaluate, assess, set manageable goals and drive instruction. Teacher lesson plans were collected and assessed weekly to ensure a strong, continuous link among curriculum, instruction and assessment. Systematic tiered intervention

meetings were conducted to monitor and assess scholar progress toward identifiable goals. Weekly and bi-weekly teacher made formative benchmark assessments were created using Blue Ribbon materials to determine scholar mastery of targeted concepts and skills.

Teachers met regularly to review with the principal information gathered regarding effective instruction from the classroom walkthrough rubric. Team leaders met monthly with the principal to review and assess scholar performance on assessments for evidence of progression toward school goals and determination of potential plans for intervention and supports. Families were involved and informed of scholar progress through parent-teacher conferences and, when applicable, through tiered intervention meetings with the school's Scholar Support Team Intervention group.



Governance

The administration and Board of Trustees continued to work collaboratively during the school year, which was instrumental in setting a positive tone for staff, parents, students and the community. The Board continued to be instrumental in working closely with the Executive Director Fellow and other members of the former leadership and management team. This working relationship resulted in the development of policies and programs that were expected to move the school towards academic excellence. Additionally, board members worked closely with the parent's association, teachers, staff and administration as the school solidified its position as a learning community of excellence.

The academy has ended its school year in a strong and sound position, fiscally, academically, staffing and governance. The sense of community and family of all the stake-holders continues to be strong.

Summary of major policy decisions

Not Available at time of this report



Summary of Other Key Accomplishments

Jumoke Academy Honors at the Hartford Conservatory

During the 2013-2014 academic year, Jumoke Academy Honors at the Hartford Conservatory had considerable success in building community partnerships. The partnerships established and were:

- Asylum Hill Boys and Girls Club
- The Hartford
- The Bushnell
- The Wadsworth Athenaeum Museum of Art
- The Hartford Symphony
- Anti-Defamation League—Connecticut (ADL)
- Junior Achievement (JA)
- Girls Scouts of America
- The University of Saint Joseph

Scholars were able to participate in the following events:

- JA for a Day
- Passport to Manhood and SMART Girls—Boys and Girls Club signature programming
- Anti-Bullying Conference and the CT Legislative Office Building
- Team building workshops through Girl Scouts of America
- Anti-Bullying daylong workshop with ADL facilitators
- —An Intimate Conversation with a Holocaust Survivor assembly

Jumoke Academy Elementary School

Community/Business/University Partnerships

- Character Education and positive reinforcement techniques are paramount in our efforts to improve the behavioral outcome of students.
 - TED-JA students receive *Second Step* lessons in their classroom every Monday morning. *Second Step* is a research-based program that gives every child the chance to learn important lessons in getting along with others by helping them to better recognize feelings and manage anger and other emotions.
- **Before- and After-School Programs/Activities:** The Jumoke Academy Before and Aftercare program is designed to provide a safe, nurturing and structured environment for our scholars. These services are offered to all families from 7:30 am – 8:30 am and 4:30 pm – 5:30 pm.
- **Extended day Activities:** In an effort to provide our scholars with fun academic and enrichment opportunities beyond school hours, we have implemented a variety of activities. Jumoke Academy's Extended Day Activities Program is an opportunity for students to enhance their academics, socialize with their peers outside of the classroom and be a part of a team. Activities offered include:
 - Scrap Book Club
 - Math & Science Exploration
 - Drill & Drum
 - Dance and Drum
 - Arts & Crafts
 - Homework Club
 - Basketball
 - Spanish Club
 - Indoor & Outdoor Track
 - Dream Now Leadership Program
 - Girls Scouts

- Martial Arts
- Parent Satisfaction
- Student Satisfaction
- Summary of surveys, studies, evaluations conducted independently

In response to Governor Dannel Malloy's **Public Act 11-232**, An Act Concerning the Strengthening of School Bullying Laws, which requires every school district to draft and implement a safe school climate plan and appoint a school climate coordinator to oversee implementation at individual schools. As a result, Jumoke continues to implement student, parent, and staff climate surveys. The principal purpose of the surveys was to collect data on each school's current climate and identify key strengths and areas of improvement. Each survey began with basic demographic information, followed by likert-type scaled questions and one open-ended comment section. TED-JA is committed to using the data provided by these climate surveys to evaluate current program policies, initiate school climate conversations with all stakeholders, and research and implement best practices to support success at our school.

Key Findings

Student Surveys

Across all Jumoke schools and grade levels principals reported students strongly agree to the following statements:

- students are physically safe in classrooms
- students feel safe traveling to and from school
- teachers and staff respect all races and cultures
- students respect teachers
- teachers know students by name
- teachers are respectful towards one another

Parent Surveys

Across nearly all categories principals reported that parents report satisfaction with his/her own and student's experiences at Jumoke Academy schools. The highlights of the parent surveys include:

- teachers care about children's success
- principals and teachers are fair to the children
- principals and teachers enforce school rules

Staff Surveys

Throughout all Jumoke schools principals report that there continues to be staff consensus in the following areas:

- teachers are enthusiastic about teaching and communicate this to the students
- staff like his/her students
- principals model respectful behavior
- most students care about learning and getting a good education
- teachers are respectful of parents and welcome parental contact
- students are motivated to learn

Jumoke Academy Honors: Science, Math and Research Technology (JAH-SMaRT)

- **Enrichment Block:** The last 45 minutes of everyday was an enrichment block. Students selected classes that had a math, science or technology theme. Some of the enrichment titles were First Lego league Robotics, Connecticut Invention Convention, Instructional videos.

- Each homeroom teacher planned and led a monthly, after school social event. Some of the events that were put on included a talent show, a Mother's Day dinner and a Winter Ball. Homeroom students worked with the teacher to plan and promote the event to the student body. Attendance of staff and student body was recorded at each event and home cup points were awarded to homerooms that had over 50% of their classmates in attendance.
- Students had traditional specials as well as specials unique to JAH-SMaRT. The specials class Research Technology allowed students to use the computers in the lab to research and complete tasks related to long term projects/assignments in their different classes. They also practiced keyboarding skills while progress was tracked and monitored on the Kirin typing program.
- Before and After care was extended to all parents in addition to extended day activities such as boys and girls' basketball, winter track and drum and drill. The Drum and Drill performed at many local venues and competed successfully.
- In transition from a 6-8th grade middle school in the 2012-2013 school year to a 5th-8th grade school year in 2013-14 school year, JAH-SMaRT held a series of presentations to parents and formed a middle school transition team that included teachers and parents of young children in 4th and 5th grades who were getting ready to transition to middle school for the first time. Parents on the team were able to bring concerns to the table and contribute to a comprehensive plan to ease the transition to middle school for the incoming 5th and 6th graders. This plan was presented to incoming families in a series of 3 presentations that were delivered in mid-June and were well attended by new families.
- Several partnerships with outside organizations helped enrich the students overall academic experience at school. Students from the Westminster came twice a week to volunteer during the enrichment block as classroom assistants and tutors. Many of our students had positive experiences with these tutors and they have returned this year. Youth Ambassadors Program (YAP) is an organization that brought professionals who work with dogs to our school every Friday. Students in the —Tails of Hopell enrichment class got the opportunity to interact with these animals and their handlers to learn more about careers working with animals. The University of St. Joseph's afforded us a guidance counselor intern who volunteered in a variety of capacities and built strong relationships with some of our struggling male students. The University of Hartford arranged a series of lectures from minorities who work in fields of science on a monthly basis to talk to our entire student body.

Attachments

Data Unavailable

