



AIM ACADEMY

1200 RIVER ROAD
CONSHOHOCKEN, PA
19428-2422

NONPROFIT ORG.
U. S. POSTAGE
PAID
LANCASTER, PA
PERMIT NO. 472

RETURN SERVICE REQUESTED



Preferred Mailing Method

If you would prefer to receive your AIM Academy Annual Report and State of the School Reports via email, please let us know at development@aimpa.org.

2018 REPORT



STATE OF THE SCHOOL

COMING SOON

AIM FOR THE STARS GALA



Dr. Nikolai Vitti

*Superintendent of the
Detroit Public Schools
Community District*



Nick Bayer

Saxbys CEO and Founder

On Thursday, April 19 at Vie in Philadelphia we will celebrate the talents of our AIM students and unleashed opportunities for partnerships at the **AIM for the Stars Gala**. We are excited to recognize Saxbys CEO and Founder **Nick Bayer** with the AIM Institute for Learning & Research Leadership Award and **Dr. Nikolai Vitti**, Superintendent of the Detroit Public Schools Community District with the Sally L Smith Founders Award.

BOARD OF TRUSTEES

2017-2018

Matthew S. Naylor - Chair, Crumdale Partners

Mitch Codkind - Treasurer, Energage, LLC

Jackie L. Allen - Secretary, Advocate for Women and Families

Patricia M. Roberts - Executive Director, AIM Academy and AIM Institute

Nancy G. Blair - Associate Director, AIM Academy and AIM Institute

Bryna Berman, Esq. - Advocate for Women and Education

Hon. Carolyn Carluccio - Judge, 38th Judicial District, Montgomery County

Al Chiaradonna - SEI Private Banking

George W. Connell - The Haverford Trust Company

Jennifer Crawford - Blackney Hayes Architects

Darryl J. Ford, Ph.D. - William Penn Charter School

Alan R. Gedrich, Esq. - Stradley Ronon Stevens & Young, LLP

John W. Glomb, Jr. - Philadelphia Insurance Companies

Elliot Holtz - Real Estate Entrepreneur

Patrick J. Hoyer - The Haverford Trust Company

Ernest May - Wells Fargo Capital Finance

Stan Silverman - Vice Chairman, Drexel University

Hans Zandhuis - Chatham Capital, LLC

Emeritus Trustee

Wendy Demchick Alloy, Esq. - Judge, Montgomery County Court of Common Pleas

LETTER FROM PAT & NANCY



At AIM we are always looking for ways to serve more children who learn differently, examine new research that informs us on best practices, foster partnerships, and help unleash the talents of our students.

Our mid-year State of the School report highlights some exciting developments in our community including the appointment of Chris Herman as our first Head of School, AIM Works data analyzed by Georgia State University showing that our Lower School students really are closing the reading gap, and the recent announcement that AIM will become the first education partner in the Haskins Lab at Yale Global L² (Language and Literacy) Innovation Hub which will bring researchers and educators together directly onto the AIM campus.

Our March 2018 AIM Research to Practice Symposium, which was attended by more than 700 educators on campus and online from across the globe, was a reminder to us of the importance of our work both in the classroom with our fearless learners and in training teachers outside our walls.

Pat Roberts
Executive Director

Nancy Blair
Associate Director

AIM ACADEMY'S

FIRST HEAD OF SCHOOL – CHRIS HERMAN



In early December after a highly-competitive and comprehensive nationwide search, the AIM Board of Trustees unanimously approved the recommendation to name **Christopher Herman** as AIM Academy's first head of school.

As a friend of AIM, you likely know Chris Herman whether he taught your child Interactive Humanities in our first school building on Conroroe Street or he traveled with your child on their first overseas experience as part of our annual Senior Seminar trip. Chris, a legacy faculty member who has been part of AIM since our doors opened, has been an integral part of the AIM team and brings more than 15 years of experience in the field of education as a teacher, university professor, and division head to his new role.

Chris received his Master's in School Leadership from the University of Pennsylvania, a dual Master's of Elementary Education and Special Education from Chestnut Hill College, a Bachelor's of Arts from Long Island University, and a Certificate in Studio Photography from the Photographic Institute of Paris. Chris also has an important voice in the community speaking and writing widely on topics of leadership, research-based practice, arts-based instruction, disciplinary writing, and educational technology.

"I am honored and overjoyed at the opportunity to lead such an incredible school," Chris said. "Having been so intimately involved in AIM's creation and development, it is exciting to imagine what can be as we build out this unique model for the future of education. Working side by side with Pat and Nancy, we will all have a hand in seeing that vision of bringing research into the classroom fully realized."



NEW HEAD OF LOWER SCHOOL

In February we announced the appointment of **Genevieve (Gen) Marvin** as our new Head of Lower School beginning in the 2018-2019 school year. Gen, an experienced learning specialist and educator who comes to AIM from a private school in Oyster Bay, N.Y., will assume her new position in July following the retirement of Allison Enslein. Gen returned to AIM for the day to join us at the Research to Practice symposium. She will be moving to the area with her husband and two children prior to beginning at AIM on July 1. We look forward to welcoming her to our community.

RACP GRANT

\$500,000 TO BUILD HIGH SCHOOL OF THE FUTURE.

In late December, we received welcome news that for the third time in the school's history, AIM had been awarded a RACP grant by the state of Pennsylvania. This \$500,000 **Redevelopment Assistance Capital Program** (RACP) grant will support a build-out space on the campus dedicated to the design, construction, and implementation of the AIM High School of the Future and Collaborative.

The funds will be used to transform a 10,000 square foot space of the main school building that was vacated in 2016 before AIM purchased the entire 1200 River Road campus in January 2017. The project will enable the school to grow two new centers in its newly acquired space: The Center for Global Leadership and the Center for Innovation and Entrepreneurship while maintaining its existing Center for the Visual & Performing Arts and updating its Center for S.T.E.A.M. Studies. From the early grades, AIM faculty members are focused on helping introduce students to possible college futures through these four academic frameworks.

"We are grateful for the continuation of this important RACP initiative by Governor Wolf and for the support of our elected officials state Sen. Vincent Hughes and state Rep. Mary Daley. We are excited to create a high school space that focuses on developing future entrepreneurs here in the Commonwealth in collaboration with area employers and innovators," said Pat Roberts.

Work on this project is set to begin on June 15th with ribbon cutting set for September 2018.



HASKINS LAB PARTNERSHIP

GLOBAL L² (LEARNING & LITERACY) INNOVATION HUB



At the March 12th AIM Research to Practice Symposium, Pat Roberts and Nancy Blair were joined by researchers from Yale University's Haskins Laboratories to announce an innovative partnership.

The AIM Institute for Learning & Research and AIM Academy will become the first educational partner of the **Haskins Global L² (Language & Literacy) Innovation Hub** to improve language and literacy outcomes for children at risk of reading difficulties across languages and cultures.

Haskins, an 80-year-old institution that has been part of past literacy research including phonemic awareness and research by Hollis Scarborough that led to her iconic **Scarborough's Reading Rope**, identified AIM as one of the top service providers in the country in choosing its first educational partner to develop future generations of educational researchers, providers and leaders who understand the science of reading and language and are trained to translate the growing research in early identification and best practice.

This international and interdisciplinary collaborative, brings together researchers, practitioners, educators and education technology specialists to use new approaches to: 1) improve the sensitivity of early language assessment and intervention, 2) deliver on the promise of neuroscience-guided reading instruction and remediation 3) scale the solutions to global challenges using education technology, and 4) train a new generation of educators and clinicians.

"AIM's proven track record of delivering evidence-informed and evidence-based programming to students, the AIM Institute's commitment to teacher training and its current replication of the AIM

Integrated Literacy Model in Philadelphia area schools, makes it one of the top service providers in the country,” said **Dr. Ken Pugh** of Haskins Laboratories and a member of AIM’s Research Advisory Board. “We are excited to have an environment where teachers and researchers can work together on these important issues.”

AIM will form the IGNITE Center as part of its partnership which will serve as a research hub for researchers and practitioners who study the neuroscience of language and the implications for acquiring improved literacy skills; serve as an incubator for research activities that require interaction with a school environment; train educators and coaches to implement evidence-based literacy programs and convene research fellows, their faculty advisors, teacher scholars and university partners to advance continued research in the field of learning and literacy.

“We are thrilled to partner with Haskins Laboratories on this global initiative that will take AIM’s commitment to research and evidence-based practices to the next level,” said Nancy Blair. “We know our students and faculty will benefit greatly from this partnership and we are excited to collaborate with our university and school partners as part of this initiative.”



Dr. Ken Pugh
President, Haskins Laboratories



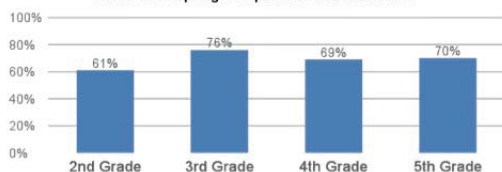
AIM WORKS

AIM Student Oral Reading Fluency Improvement



AIM's data analysis 2nd-5th grade students demonstrates that, with intensive targeted instruction, the majority of students make faster than average progress in oral reading fluency.

Percentage of Student with Faster than Predicted Rates of Improvement from Fall to Spring Compared to National Norms



"... once first graders are well behind their peers in word reading, they rarely catch up (Juel, 1988) because this initial gap between poor and strong reading widens over the elementary years (Cunningham & Stanovich, 1997), and becomes increasingly difficult to close (Fletcher & Foorman, 1994)."

(Wanzek, Al Otaiba, & Petscher, 2013. p. 1)

As the Philadelphia area's only reading research organization connected to a school for children with learning differences, we wanted to confirm what we've always believed... AIM Academy students were improving their reading through our Integrated Literacy Model of instruction. This unique model addresses the foundational skills for reading and writing such as word recognition, spelling and hand-writing and also develops the language processes and skills necessary for comprehension and written expression in all areas through unique programs like Interactive Humanities.

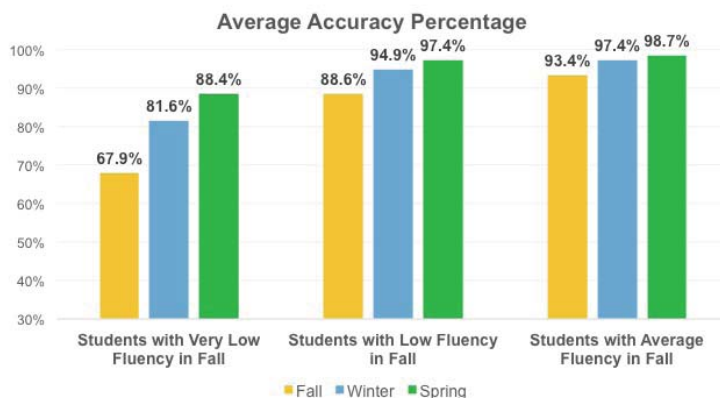
This year **Dr. Grace Ashton**, AIM's Assistant Head of School, gathered all of the historical reading accuracy and fluency data for AIM 2nd through 5th grade students and provided them to **Dr. Lee Branum Martin** of Georgia State University for review.

After close analysis, we were **thrilled** to know that the majority of our students are exceeding national fluency norms for average rate of improvement. Not just compared to their peers with learning differences, because there are no national fluency norms for children who learn differently, but for **ALL** children.

"AIM students are performing and reading at a level that exceeds the national expectation and that is very impressive," said **Dr. Julie Washington** of Georgia State University, who recently shared her research on reading and African-American students at AIM's Research to Practice Symposium. "What's more impressive to me as someone who is interested in kids who are impoverished, is that AIM is able to accelerate reading growth which is something that we're not actually able to do in traditional schools and I don't think it's class size. I think it's something about the program at AIM and how integrated it is and how intentional [it is] that results in that kind of acceleration and it's really what we need to be able to do for kids growing up in poverty and for minority kids who come to school behind."

If research shows that 95% of children can be taught to read on grade level, we believe it is even more important to get this training and knowledge into the hands of all teachers. It is a moral imperative.

Third-Grade: Improvement in Reading Accuracy from Fall to Spring



6TH ANNUAL RESEARCH TO PRACTICE SYMPOSIUM

More than 700 educators from as far away as Australia and New Zealand participated in the **AIM Institute for Learning & Research's 6th Annual Research to Practice Symposium**. This daylong symposium welcomed more than 250 educators to the AIM campus and more than 400 participated online via live streaming on Understood.org. The symposium sponsored by the **National Center for Learning Disabilities (NCLD)** and **Wilson Language Training**, was entitled **Reading Proficiency: Differences That Matter – Another Look at High Risk Populations – Literacy Development & Practices That Work**.

The March 12th event, which began with the exciting announcement of AIM's new partnership with Haskins Laboratories, included three speakers, **Dr. Mark Seidenberg**, **Dr. Elsa Cárdenas-Hagan** and **Dr. Julie Washington** as well as a panel discussion with AIM Institute education partners from Philadelphia schools about ways to translate research into classroom practices.

"The symposium is a critical way to inform educators and foster a critical open dialog," said Nancy Blair. "During the event, AIM Research Advisory Board member Dr. Nancy Hennessy encouraged attendees to be "tempered radicals" and share what they were learning with others. It was a perfect way to describe the importance of sharing information about literacy research."

QUOTES FROM OUR SPEAKERS



"Why should educators bother with science? Is it relevant?...Of course it's important because you can't really understand how reading works without it. What you're aware about reading is the tip of the iceberg, the part that's visible above the surface. The mechanisms that allow you to read, that produce the understanding, are going on below the surface." **Dr. Mark Seidenberg**, author of the book *Language at the Speed of Sight: How We Read, Why So Many Can't, And What Can Be Done About it*.



"By just slowing down a tad, you're putting on that teaching voice which gives the English learner the opportunity to say, "Oh that was where the word began and ended and that's where that thought ended." **Dr. Elsa Cárdenas-Hagan**, President of Valley Speech Language & Learning Center, on practical methods of working on literacy with English language learners.



"If you can read, a science test is a science test. But if you can't read, a science test is a literacy test...Reading undergirds everything that we do in schools...When we look at African-American kids...there's a 25-30 point gap between African-American and Caucasian kids on the NAEP (National Assessment of Educational Progress.) And it has remained virtually unchanged for the last decade." **Dr. Julie Washington**, whose research on literacy and African-American English was featured in the April issue of *The Atlantic*, on the challenges of learning and literacy.

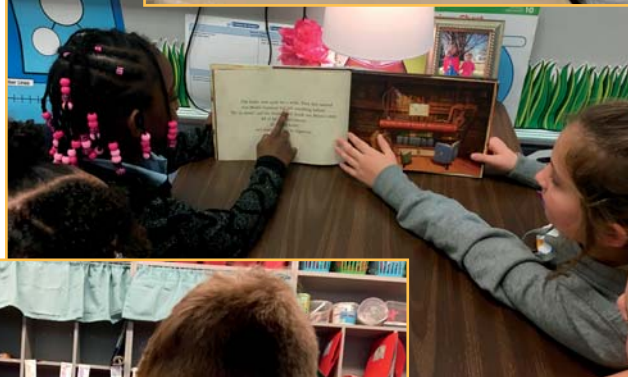
IN THE CLASSROOM

PARTNERSHIPS IN SERVICE AND RESEARCH

Reading to Students at Ziegler

AIM 5th graders traveled to Ziegler Elementary School in northeast Philadelphia in January to read books to students in Kindergarten – 2nd grade and deliver “at home book packages” featuring favorite titles donated by AIM’s 1st – 5th grade Lower School students. This interactive Martin Luther King Jr. Day service project was a wonderful way for AIM students to develop a relationship with Ziegler’s students, many of whom are learning literacy skills using the same evidence-based methods taught in AIM’s classrooms.

“The AIM Institute for Learning & Research has been working with educators at Ziegler for the past three years sharing our Integrated Literacy Model with teachers and students,” said Suruchi Keenheel, Director of Instructional Coaching and Training for the AIM Institute. “We are pleased that our AIM Academy students are forging a new relationship with Ziegler students by sharing their love of reading and providing K-2 students with packages of books to enjoy at home.”





Riding for Focus – Biometric Testing with the Specialized Foundation

With even more schools across the country joining the **Specialized Foundation's** Riding for Focus program, pilot project schools like AIM Academy, which launched the 8th grade elective riding course last year, are being sought out to provide critical feedback for the program.

AIM was selected by the foundation to be the first school to test new Biometric Assessment Tools (BAT) to help collect physical data from riders to contribute to new research with Stanford University that builds on Dr. John Ratey's initial research about the effects of cycling on the adolescent brain.

This semester, 12 students are learning that cycling elevates mood, improves focus, and relaxes busy brains. Using the new BAT tools they're also using math skills to calculate optimal heart rates and cadence to ride at a fitness level equal to 65-85% of their maximum heart rate for a minimum of 20 minutes.

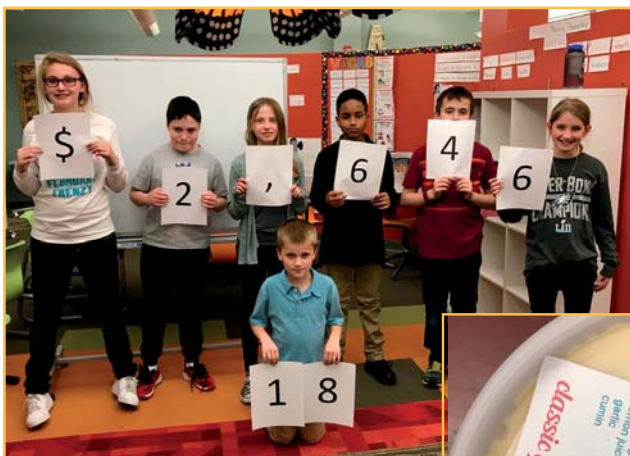
"Our class applies research to empirically measure something many have suspected for years: cycling elevates mood, improves cognition, reduces depressive ideation, builds self-esteem and creates friendships," Riding for Focus Director **Anne Rock** explained. "Our students' participation in this research could lead to data that will help revolutionize how schools approach health and wellness."



Center for Global Leadership

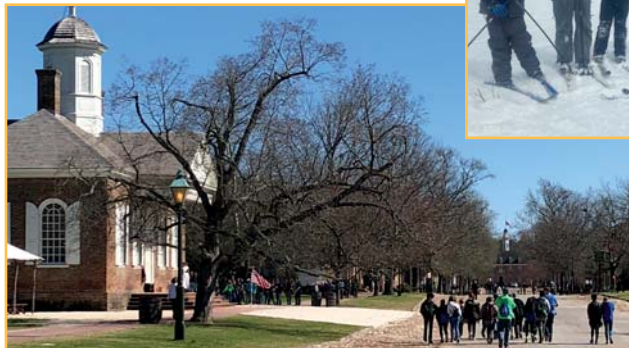
The Center for Global Leadership works across all divisions of AIM to help students learn the importance of becoming global citizens. Some of the projects and learning over the past few months have included:

- A months-long service-learning project to raise funds for and learn about the individuals served by the international non-profit **World Bicycle Relief**. The efforts of the students, who raised \$2,646 to purchase 18 bicycles for people in Africa, were even recognized by the organization in an article on its website.
- In December, the founder of **Liter of Light** made AIM his only Philadelphia stop on a cross-country road trip. Representatives from this international organization spent the day working with Upper School and 8th graders to educate them about ways they can help others light the world by constructing 60 circuits for solar lanterns. **Amy Holt Cline**, Director of the Center for Global Leadership, organized the visit and was amazed at the knowledge students gained. "This hands on workshop, showed students that they can personally build solutions to large scale problems while expanding their understanding of circuitry and simple soldering while studying here at AIM," she said.
- AIM students have learned about the United Nation's Sustainable Development goals and studying these many goals has been incorporated into classroom learning. In **Beth Cope's** 8th grade advanced writing class, students studied the 2nd goal – Zero Hunger and then wrote about what they learned.
- **Experiential Learning** at AIM is a hallmark of our curriculum and over the past few months students from 7th – 12th grade have experienced first hand learning on the colonial streets of Williamsburg, in the mountains of Wyoming, in school classrooms in the Dominican Republic and amid ancient ruins in Greece.





A WORLD OF OPPORTUNITIES



FEARLESS LEARNERS

4th Grader Becomes a Blogger



When some children are diagnosed with dyslexia they can be embarrassed or confused at what the information means. When **Kayleigh J.** was diagnosed, her first response was to ask her father if she could make a video to help others.

"The very first thing she did after finding out she was, in fact, dyslexic was to do a fist pump and say, "Dad, let's make a video to help other kids like me deal with stress," said Kayleigh's father Kent. "It was a relief to her to know that there was an actual reason why she struggled to read."

The AIM 4th grader got to work and with the technical help of her father launched the website **D Club for Kids** – A place for kids with learning differences, like me. :) (www.dclubforkids.com)

"Proud" is too soft a word for how I feel about her," Kent said. "So of course, I've been glad to go along for the ride and help with her site because I've hoped it would: Help build her confidence and comfort in speaking about her learning difference and be a source of inspiration and encouragement FOR HER as she creates content that would help encourage and inspire others.

"We want her to grow up knowing that dyslexia doesn't define or limit her."

Monologues and Playwriting in Drama



This fall and winter AIM Upper School and Middle School students worked closely with teaching artists from **Philadelphia Young Playwrights** who assisted Drama Director **Maryanne Yoshida** in teaching students about writing and performing monologues.

The program through **Philadelphia Young Playwrights** is part of the non-profit organization's **Kennedy Center VSA Arts Connects** program, which provides art education to students with disabilities. AIM is one of five area schools that are part of the program. This year, in addition to bringing a professional teaching artist into the classroom, students also enjoyed performances from the Mouthful Monologue Festival tour with actors performing and discussing monologues with students. Many AIM students submitted monologues they had written in class to the **Mouthful Monologue Festival** competition and AIM junior **Skylar C. '19** was selected as one of just 18 area students whose work will be performed onstage at the festival competition beginning April 13. Before she took the fall drama class, Skylar had no experience writing monologues. Working with the teaching artists, Skylar crafted several monologues that she entered in the monologue competition.

One of Skylar's pieces, her personal favorite and the one she spent the most time working on, was recently selected as a 1st place winner and will be performed and staged in April as part of the organization's Mouthful Monologue Festival. **Skylar's monologue, a comedy titled *Twisted Ankle*, was just one of 18 student pieces selected for the festival from more than 600 submissions.**

She has had the opportunity to work with a professional actor, director and dramaturg (script writer) on the production of the festival piece which features a girl explaining to her mother how she had sprained her ankle the night before.

She admits to being a little nervous to see how other actors and directors interpret her piece but commented, "I feel like the piece speaks for itself and I'm excited I get to work with them on a collaborative project."

The Mouthful Monologue Festival opens on April 13 and closes on April 21.

INNOVATIVE TEACHERS

Integrated Services - Erin DeVault – ASHA Leadership Development Program



The Integrated Services programs at AIM are one of the things that sets us apart from other schools. Occupational Therapists and Speech-Language Pathologists are important team members for many students using their services and provide valuable input for instruction across all division levels.

In February, **Erin DeVault**, Director of our Speech and Language team, learned she had been selected to participate in the 2018 Leadership Development Program at ASHA (the American Speech-Language Hearing Association).

"I am very excited and proud that I was accepted to this program," Erin said.

"This is a wonderful opportunity to forge connections across the country with rising leaders in the ASHA community, and I am looking forward to gaining valuable leadership experience applicable to both the Speech-Language field and other administrative realms."

The yearlong program, which accepts only 30 ASHA members across the country, includes an in-person workshop, monthly webinars and online group meetings, and a self-designed leadership project. Erin plans to design her project to target language-literacy topics to the benefit of AIM students and families.



Robotics & Engineering - Rob Ervin – Outstanding Teacher Award



In late February, AIM Academy's Director of Robotics and Engineering **Rob Ervin** received the 2018 Delaware Valley Engineers Week, Outstanding Engineering Teacher Award at the organization's event in Philadelphia.

Mr. Ervin, who was introduced at the awards ceremony by student and robotics team member **Samuel O. '20**, is a natural mentor, talented teacher and tremendous asset to the AIM community as he introduces students to and helps them find a love for engineering and robotics.

Mr. Ervin's nomination for this honor, which was submitted by fellow teacher **Jordan Campbell**, included a letter from a student that encapsulates why he was the perfect individual to receive this award:

"Before meeting Mr. Ervin, I thought that only a select few Dyslexics could be successful," wrote **Michael A. '18**. "However, Mr. Ervin too has Dyslexia, and he is the wisest, most good-spirited man I have ever met. He showed me that I will achieve just as much or more than most people, and that with hard work, anything is possible. Because of his example, I know that one day I will be a great engineer. "While there are few rules about not using certain words in the lab, there is one word Mr. Ervin strictly forbids: "problem." Instead, he requires us to use the word "challenge." At first, this rule seemed strange to me because I did not understand how this changed anything. Now, though, I know that at its core, this rule stands for something far different than word choice. It means that there is a solution to everything, and it is my job to find it. This one small but significant change led me to think more like an engineer. Altering my mindset was just one of the countless lessons that Mr. Ervin has taught me."



“The journey for me is never the about the destination, but is how you get there and about the people that you meet along the way” - Rob Ervin

AIM RECOGNIZES

FIRST DIVISION I ATHLETE



When the Class of 2018 walks through the ACC to receive their diplomas on June 8, the group, the largest graduating class at AIM, will also include AIM's first NCAA Division I college athlete.

Casey O. '18, who has won the Philadelphia-area Junior PGA title two years in a row and led AIM to a team victory in the Tri-County League last year as well as winning individual honors, has chosen to continue her game in college playing on the golf team at Quinnipiac University in Hamden, Conn.

"Casey is a great example of hard work and perseverance in the game of golf and academically she's learned how to be an advocate for herself and not settle for anything but the best," said **AIM Director of Athletics Mike Brooks**. "We look forward to watching her on the links during her last AIM season with our Wolf Pack team this spring as she

seeks to three-peat as TCISL individual golf champion and we wish her well in the next chapter of her life and will be rooting her on again next year at Quinnipiac."

Also adding athletics to his college experience will be **Dallen M. '18**, who will play soccer during his time at Franklin & Marshall. These two graduates join fellow Wolf Pack alumni including **Maria S.** (Jefferson U. - Cross-Country), **Nick F.** (Delaware Valley U - Soccer) and **Ciara D.** (Delaware Valley CC - basketball), **Anthony C.** (Elizabethtown - Track), and **Lucy K.** (Goucher - Lacrosse) who have all become fearless athletes as well as fearless learners after AIM.

EARLY DECISION ACCEPTANCES

The list of colleges and universities where this year's group of AIM seniors are considering matriculation continues to grow and currently totals 88 different schools including: Bucknell, Drexel, Hofstra, Loyola Marymount, St. Joe's, Temple, University of Michigan, University of Pittsburgh, Villanova and Worcester Polytechnic.





This year's class of 31, the largest in AIM's history, is also unique in that among the current acceptances are several Early Decision applicants. Students who choose the Early Decision process make a binding promise to the school they apply to that they will attend if accepted. We are happy to congratulate **Gabby H.** on her Early Decision acceptance to Villanova University and to **Dallen M.** and **Jeremy**



Z. on their Early Decision acceptances to Franklin & Marshall College.

"The Class of 2018's early commitments and acceptances to colleges of their choice represents a growing trend in college admission more broadly," explained AIM Director of College Counseling **Mike Dunn**. "AIM students, like their peers at other schools, have worked hard over their Upper School career to hone their interests, explore themselves, and feel confident in their top choice for postsecondary learning."



ALUMNI UPDATE

AIM GRAD BLENDS COLLEGE AND BUSINESS



The entrepreneurial spirit fostered at AIM through leadership opportunities and programs like Start Up Corps doesn't disappear when students graduate and head to college. **Sophia Gross '16**, a current student at Temple University, launched a business while at AIM and co-hosted a TED talk with business partner and classmate **Andrew Rosenstein '17**. So it should come as no surprise that she's still innovating in college. Last year, Sophia was approached by a former advertising professor who suggested she join a group of fellow students and start a student-run advertising agency that works on branding and online presence for businesses and organizations around the Philadelphia area.. This

fall **Q'hubo Digital** was launched. The team includes a Fox School of Business student handling finances, a Tyler School of Art student in charge of graphic and website design and Sophia and another Communications school student in charge of video work and social media pages. They are currently working with a dance studio to entirely revamp their online presence. Learn more about Sophia's AIM experience online in one of our Why AIM videos at www.aimpa.org/whyaim.



SUPPORTING FEARLESS LEARNERS

KATIE TALBOT MEMORIAL SCHOLARSHIP



On December 21, 2017 the AIM Academy community lost a proud parent, gracious volunteer and wonderful soul when **Katie Talbot** died after a long battle with cancer.

While the Talbot family has only been a part of the AIM community since the fall of 2016, Katie still found time to volunteer her exceptional graphic design services for our 2017 AIM for the Stars Gala Tribute Book and her family was thrilled at the achievements and love of school that AIM developed in their fourth-grade son Jimmy.

Soon after her death, her husband **John Talbot** approached the AIM Institutional Advancement team about creating a lasting legacy for Katie at AIM. The **Katie Talbot Memorial Scholarship Fund** was quickly created and to date more than 140 donors have generously supported the scholarship fund in Katie's memory.

"While I did not have the opportunity to know Katie Talbot personally, through conversations with her family and friends, I truly feel connected to her spirit," said **Kevan Turman**, AIM's Director of Institutional Advancement. "Since her passing, we've received donations from the community almost daily. We are part of a very special institution and those who walk through these doors all become threads interwoven into this fabric of beautiful minds that learn differently. AIM is grateful to the Talbot family and hope to continue Katie's legacy through providing kids like Jimmy with the same opportunity to be taught the way they learn."

Plans are being formed to hold a scholarship benefit event in Katie's honor in the fall of 2018. Please keep an eye out for further details.

EITC/OSTC

Pennsylvania is one of 17 states in the country that provides opportunities for Pennsylvania-based businesses and individuals to redirect some of their tax burden directly to schools to provide educational scholarships for low-income students and students living in areas with low-achieving schools.

The \$140 million EITC/OSTC programs (Educational Improvement Tax Credit and Opportunity Scholarship Tax Credit) are an important way to provide tuition assistance to students in need of scholarships at AIM. For the 2017-2018 school year, donations to AIM through the EITC/OSTC programs allowed us to award 70 scholarships to students.

This year AIM benefitted from a change in the EITC program that **allows individual PA taxpayers to earn tax credits through Special Purpose Entity (SPE) Partners** when they make a donation to scholarship funds at independent schools like AIM.

We thank our many AIM families and friends who provided the gift of education by participating in an SPE EITC program. We are thrilled that donations to AIM from the programs for the 2017 currently total \$1.1 million!

For more information on the SPE Partners program, please contact Kevan Turman at kturman@aimpa.org.

EITC/OSTC DONORS

Fred and Bryna Berman
Blackney Hayes Architects
BLOCS
Bryn Mawr Trust Company
CBRE
The Cohn Family
Colonial Chemical Company
Comcast Corporation
John and Franny Glomb
Dena and Morey Goldberg
Hanse Golf Course Design, Inc.
Haverford Trust Company

Independence Blue Cross
Jewish Scholarship LLC
Heather and Mark Klein
Maguire Foundation
The Main Line Center for the Family
JP Mascaro & Sons
Metal Edge International
Montgomery Avenue II, LLC
NFI Industries
Noro Properties
Philadelphia Insurance Companies

PNC Bank
Pat and Chris Roberts
Rosenberg & Parker
Rubenstein Partners
David and Laura Thayer
Tri-State Sales Corporation
UHS of Pennsylvania, Inc.
Viking Associates
Vulcan Spring & Mfg. Co.
Wells Fargo Bank, N.A.
WSFS Bank

* List Current as of March 30, 2018

GIVING TUESDAY - A STUDENT GIVES BACK



For AIM sophomore **AJ MacCausland**, '20 giving to AIM is a way to remember his aunt and celebrate his academic accomplishments. During AIM's Giving Tuesday campaign to support the annual fund, AJ decided to donate to AIM to honor the memory of his late aunt **Missy Healey**, a registered dietitian. **To honor his aunt, who was like a second mom to him, AJ chose to donate the \$10,000 inheritance he received from her to AIM!** AJ was one of 85 donors who supported unleashed opportunities at AIM during the Giving Tuesday campaign and were matched dollar

for dollar thanks to generous \$50,000 matching gift donations by an anonymous donor and Pat Roberts and Nancy Blair.



The Giving
Tuesday
campaign
raised
\$105,213
for AIM
Academy's
2017-2018
Annual
Fund.

A TRUE COMMUNITY

ALUMNI PARENT BRUNCH

On February 25th, AIM Academy alumni parents gathered at the home of **Bryna and Fred Berman, P '16** for an AIM alumni parent event filled with appreciation for AIM for all of the support that led to their children's success. Parents of AIM graduates across many classes enjoyed an afternoon together along with AIM faculty including Pat Roberts, Nancy Blair, Chris Herman and Mike Dunn at the Alumni Parent Brunch.

The event was a wonderful way for alumni parents to hear about the latest news at AIM and more importantly to share updates about their children and share ways that their AIM education affected them.

Parent Alumni **Nancy Matt** and **Bryna Berman** would like to help organize more Alumni Parent events and establish a formal **AIM Parent Alumni Group**. If you are interested in joining them and learning about any upcoming events, please contact Bryna at twncore@aol.com.

Alumni Parents Reflect on AIM

- "I don't think college is something he could do if not for AIM." **Beth S., P '17**
- "He notices how much he has learned from faculty feedback that he has a unique perspective and embraces that as an advantage. He always saw it as a weakness that he learns differently. Now he sees it as a strength." **Jerry M., P '16**.
- "We feel like you saved [his] life. We have a tremendous debt of gratitude to you and we're blown away by what you've accomplished." **Amy H., P '16**
- "Every time I come into the building, I just have to smile. I can't thank AIM enough. She came to AIM three days before she was due to start high school somewhere else. This was the best decision I could have made." **Lori H., P '17**



SIGHTS ON SUMMER

SUMMER LEARNING. SUMMER FUN.

The learning doesn't stop when the school year ends at AIM.

For Students:

Summer Enrichment Program – Building Skills, Forming Friendships and Action-Packed Afternoons – July 2 - July 27



AIM students and students throughout the Philadelphia area will head to AIM July 2 – July 27 for our annual **Summer Enrichment Program**. This unique program provides specialized small-group instruction to students whether they are learning to read in Lower School or studying for the ACT in Upper School. Featuring three full hours of academic instruction each day with afternoon activities encouraging innovation and discovery, it is the perfect way to spend a few weeks of summer stopping the summer academic slide that affects so many students, especially those with learning differences.

For Educators:

Pathways to Proficient Reading and Wilson Language Training – Professional Development Opportunities for Area Educators Abound at the AIM Institute for Learning & Research – June 18 - June 22



Last summer, AIM's five-day Pathways to Proficient Reading Summer Institute provided area teachers, including 49 literacy leads and mentors from the School District of Philadelphia, with important science of reading knowledge recognizing the role of informed educators in designing and delivering effective reading instruction. This unique professional development opportunity will once again be offered

this summer on June 18-22, 2018 on the AIM campus. This course aligns to the Center for Effective Reading Instruction (CERI) Knowledge & Practice Standards for Teachers of Reading. Participants learn about the relationships between language & literacy, comprehension and oral language factors in proficient reading, effective instructional approaches and the use of data for decision-making. Most importantly, educators gain knowledge and skills that will benefit all of their students, including those at risk for or with language-based learning disabilities.



Learn more and register at www.aimpa.org



