
Pennsylvania Department of Education



COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
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Charter Annual Report **Monday, November 10, 2008**

Charter School: Freire CS
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CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Charter School Annual Report Summary Data 2008 - 2009

Name of School: Freire CS

Date of Local Chartering School Board/PDE Approval: February 22, 1999

Length of Charter: We just received another 5 year renewal period **Opening Date:** September 7, 1999

Grade Level: 8th-12th grades **Hours of Operation:** 8am-5:30pm

Percentage of Certified Staff: 60% **Total Instructional Staff:** 30

Student/ Teacher Ratio: Approximately 1 teacher for every 15 students **Student Waiting List:** Approximately 500 students

Attendance Rate/Percentage: 93.8%

Enrollment: 440 **Per Pupil Subsidy:** \$7,708.33 Regular Education; \$16,760.03 Special Education

Student Profile

American Indian/Alaskan Native: 0%
Asian/Pacific Islander: 0%
Black (Non-Hispanic): 95%
Hispanic: 2%
White (Non-Hispanic): 3%
Multicultural: Unknown

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 78%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 46

Number of:	K (AM)	K (PM)	K (FTIME)	ELEM	MIDDLE	SEC.	TOTAL
Instructional Days	0	0	0	0	0	181	181
Instructional Hours	0	0	0	0	0	1,084	1,084

SECTION I. EXECUTIVE SUMMARY

Organization Description

Freire Charter School opened its doors almost 10 years ago. In our first year we served a total of 110 8th grade students. Every year afterward through 2003-04 we added a grade until becoming

an 8th-12th grade school. 2004-2005 was the first year our school stood still for a moment. Having completed all 5 grades and a move to our new permanent home, we were able to begin refining our curriculum and our standards. Our total student population in 2004-2005 and 2005-2006 was approximately 370 students. For the past several school years (2006-2007 and 2007-2008) we have reached our maximum capacity, educating approximately 440 students.

Freire is located in the heart of Center City Philadelphia and holds as our mission that we provide a college preparatory learning environment with a focus on the individual avenues of problem solving, freedom, and critical thinking, and the collective values of nonviolence, safety, community and teamwork. Most of our students come from either North or West Philadelphia, although there is a small substantial group who come from South Philly. Our students are almost all African American and 78% qualify for Title I funding. We have slightly more girls than we do boys, zero English Language Learners, and many students from single parent homes. On average about 10% or more of our student population qualifies for special education services, and most of our students' parents have never gone to college. That said, 96% of our graduating seniors this year will be attending college in the fall. Of those 96%, 77% will be attending a four year college. Included in the list of colleges and universities where our students will be attending this fall and last fall are the following: University of Virginia, Boston College, University of Delaware, Temple University, Drexel University, Pennsylvania State University, Neumann College, Indiana University of Pennsylvania, West Chester University, and Mercer College.

To serve all of our students we have a faculty of 44 staff members. 20% of these staffers are African American. 35% of our total staff is male and the other 65% female. 59% of our staff currently holds a masters degree or is currently pursuing one. In addition, 3 of our staff members currently hold a doctorate degree or is currently pursuing one. Many of our administrators also work as teachers and many of our teachers also hold some administrative responsibility. Also remarkably, Freire has a 97% retention rate of staff from 2007-2008 into this next academic school year.

The school's focus is on making sure that students get the skills they need so that they may succeed in a future educational institution, most specifically, college. To do this, our curriculum focuses on preparing students for college. Rigorous academic courses are the focus. Critical thinking is at the heart of all that we do, both for the students and with ourselves.

Our school is unique in many ways. Our "top beliefs" or "values" are that:

- 1) The classroom extends beyond school walls. We utilize the city of Philadelphia as much as possible.
- 2) Reading is the most important part of the learning process. Our younger students focus on reading first and foremost.
- 3) We insist that all Freire seniors complete a rigorous, intensive year long senior project that holds social change at its core.
- 4) Student voice is essential to making a school work successfully. So are the voices of parents, teachers and community members.
- 5) We are a learning to learn organization, ensuring that learning and excellence happen at all levels and everywhere.
- 6) Freire is a completely nonviolent school — we are not just free from physical violence, but also from emotional and mental violence. Our peer mediator program makes this possible.

7) Freire students are exposed to many extra-curriculars such as: basketball, book club, video production, music and musical writing, drama, art, chess club, dance group, soccer, track, and football.

8) Relationships between teachers and students are at the heart of every decision we make. These relationships need to be of mutual respect, love and friendship between the student and the teacher (Freire, 1971).

We are still growing, however, and as a result have a lot still to learn, to add and to amend. For one, our parents need to get more involved in our program and we are making headway toward that goal as we enter next year. Next, we need to improve our curriculum by including more cross-curricular opportunities for students and staff. Third, we continue to want to improve our standardized test scores while at the same time keeping our focus away from making every decision based on those tests. Last year's standardized test scores demonstrated that while our students are making progress in all areas, there is still tons of work to be done to make sure that our students are *all* performing on or above grade level. While this is a trend constant in most schools serving at-risk youth, we are determined to find a way to reverse it. As a result, we continue to use the direct instruction method to teach reading to all 8th and 9th graders who read below grade level, have strengthened our reading program for those readers ahead of their peers, and have begun a partnership with Drexel to design an innovative, more effective way to teach mathematics.

At Freire, we see ourselves and our school as the “power to build the future”, for our students and for ourselves and our society. This is what we work towards every day.

Core Purpose

Mission

The mission of Freire Charter School is to provide a college preparatory learning environment with a focus on the individual avenues of problem solving, freedom, and critical thinking, and the collective values of nonviolence, safety, community and teamwork.

Vision

Freire's vision is as follows:

- Teach and learn rigorously and with relevance
- Honor each other with integrity, commitment and love for ourselves and each other
- Promote safety in every aspect of the word and for everyone
- Take risks as leaders in the pursuit of excellence for all
- Be accountable and efficient through shared decision making
- Ensure a healthy work environment that encourages team building, open communication and mutual respect
- Provide the highest quality service through dynamic leadership, education and technology in partnership with the diverse communities that we serve.

In a nutshell, our overarching vision is that Freire is *the power to build the future*.

More specifically, the Freire Charter School also has a Pedagogical Vision, which is as follows:

I. Refrain from the “I am the all knowing teacher” stance. Teach in a way that draws out of the students their previous knowledge, expanding it, and owning it.

II. Make sure that you teach in a way that ensures your students are active learners, participants in their education.

III. Help your students become critical thinkers who can see situations from multiple perspectives.

IV. Refrain from sharing any and all opinions both on paper and in class. Our job as teachers is to get students to develop their own opinions.

V. Let Freire students teach you as you teach them.

VI. Understand and live by the fact that in order truly to reach your students as their teacher, you will have to earn their respect.

VII. Realize that there is more to teaching at Freire than improving students' scores on tests. Freire aims to teach the "whole child".

VIII. Incorporate into the curriculum real world situations that require action.

Shared Values

Freire's core values are: safety, love, professionalism, integrity, accountability and excellence. And our value statement reads as follows:

We, as a team of educational leaders, value the opportunity to serve as agents for effective change through collaborative efforts at providing quality education that empowers students with an expansive array of avenues and opportunities for success. We value a school in which all community members learn and feel safe - safe from physical harm and safe to take risks in education.

Academic Standards

Reading Skills Targeted by Grade:

8th Grade Team Skills

All students must be able to:

- Identify, collect, and/or select pertinent information while reading.
- Distinguish important ideas from unimportant ideas while reading.
- Know how to decipher unfamiliar words using such strategies as context clues, word structure analysis, letter-sound relationships, and word histories.
- Write coherent sentences with appropriate end punctuation, subject-verb agreement, pronoun-antecedent agreement, and proper tense.

9th Grade Team Skills

All students must be able to:

- Gather information from a variety of sources, including electronic sources, and summarize, analyze, and evaluate its use for a report.

- Summarize fictional and non-fictional material.
- Use writing as a tool for learning in formats such as learning logs, laboratory reports, note-taking, journals, and portfolios.
- Apply the rules and conventions of grammar, usage, punctuation, paragraphing and spelling in effectively constructing paragraphs.

10th Grade Team Skills

All students must be able to:

- Compare/contrast a reading selection with other selections.
- Assess the significance and importance of the themes in a literary text.
- Write a draft that engages an audience and is concise, clear, well organized, accurate, and informative.
- Write a report on a topic that uses several sources of information and correctly documents those sources.

11th Grade Team Skills

All students must be able to:

- Define a position on a controversial topic and write a persuasive essay and make an oral presentation likely to persuade a specific audience to change an opinion or take a particular action.

12th Grade Team Skills:

All students must be able to:

- Understand the needs of a specific audience and write and speak in ways that address these needs.
- Use ideas from journals, class discussion and literary criticism to write a paper that expresses a personal opinion, sustains a controlling idea, or uses specific evidence from literary texts to support an opinion.

Math Skills Targeted by Grade:

8th Grade Team

All students must be able to:

- Add, subtract, multiply, and divide positive and negative numbers; understand order of operations.
- Solve problems using fractions and decimals.
- Understand the difference between “expression” and “equation”; solve/evaluate problems using each.

- Use ratios, percents, proportions, and probability.
- Recognize basic polygons and their properties.
- Solve problems using area and perimeter.

9th Grade Team

All students should be able to:

- Graph linear equations using x/y chart and slope intercept form; write equations based on graph and use calculator for graphing.
- Solve equations with variables on both sides and/or more than one variable (e.g. substitution method).
- Solve problems using exponents (product of powers and power of powers).
- Understand the “language of algebra” in order to convert words into math.
- Multiply/add/subtract various terms together (binomials, etc.).

10th Grade Team

All students should be able to:

- Use a ruler, protractor, and compass to construct and measure geometric figures.
- Solve problems using knowledge of various angle types (complementary, supplementary, vertical, alternate interior, etc.).
- Solve problems using knowledge of theorems/postulates related to triangles (e.g. triangle inequality theorem, 30-60-90, sohcahtoa).
- Find the sum of interior/exterior angles of polygons.
- Solve problems.

11th and 12th Grade Team

All students should be able to:

UNDER CONSTRUCTION TEMPORARILY

Strengths and Challenges

Freire enjoys many strengths and continues to endure many challenges.

First, our strengths:

We have a wonderfully energetic student body and staff, a healthy and supportive board, and many community members and out-sourced helpers who rally together on a daily basis for the good of our students. As a result, our students continue to perform better and better. Of the class that just graduated in June 2008, for example, 96% of them will attend college in the fall. 77% of these students will be attending a four-year college or university.

As for our challenges, despite our relatively new building, we find ourselves still short of space as well as short sufficient funds in many areas. Further, we continue to struggle to ensure that all of our students achieves at their highest potential. While many of them do, others still are not performing as well as they can. Last, at the end of the 2007-2008 school year, Freire decided, painfully, to disband and discontinue our PEACE Project. While this project provided a safe,

innovative and personalized outlet for learning for many students, too many challenges and obstacles made the program cumbersome and ineffective.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

I. The Freire Charter School Planning Committee gathered together to build a three to five year Strategic Plan. As its first course of action, the committee gathered the following data about Freire Charter School:

Freire's Mission:

The Freire Charter School provides a college-preparatory learning experience, with a focus on the individual avenues of problem solving, freedom, and critical thinking, and the collective values of non-violence, safety, community, and teamwork.

Vision:

Teach and learn rigorously and with relevance.

Honor each other with integrity, commitment and love for each other and ourselves.

Promote safety in every aspect of the word and for everyone.

Take risks as leaders in the pursuit of excellence for all.

Be accountable and efficient through shared decision making.

Ensure a healthy work environment that encourages team building, open communication and mutual respect.

Provide the highest quality service through dynamic leadership, education and technology in partnership with the diverse communities that we serve.

Values:

Safety, Love, Professionalism, Integrity, Accountability and Excellence

Immediate Educational Goals:

Product goals:

By the end of the 2006-2007 school year, 60% of 11th grade students will be proficient in reading and 45% of 11th grade students will be proficient in math.

a. In 2003 6.3% of 8th graders scored proficient or above in Math and 9.45 in Reading. In 2004 12.5% scored proficient or above in Math and 35.4% in Reading. In 2005 20.6% scored proficient or above in Math and 34.9% in Reading.

b. In 2003 2.8% of 11th graders scored proficient or above in Math and 19.5% in Reading. In 2004 8.4% scored proficient or above in Math and 21.6% in Reading. In 2005 25.5% scored proficient or above in Math and 27.5% in Reading.

By the end of the 2006-2007 school year, over 75% of 12th graders will go on to college, and will be prepared to be successful in college.

Maintain a safe, nonviolent school that uses conflict resolution, peer mediation, and team building as a way to grow individually and collectively.

Process goal:

The entire Freire is committed to building a culture that recognizes:

- We are all working towards the same goal
- We are all accountable for every goal no matter what we teach or do in the school
- We are crucial to this process and its success
- Our participation or lack thereof will be what makes the difference for our students, for ourselves, and for the school itself.

Planning Committee Goals:

The status of progress since Freire was founded in 1998 is illustrated below:

1) Current status that leads us to take to this planning (from inception the following has happened):

- a. Sending high (80%) percentage of kids to college.
 - i. In the Class of 2003, 80% went on to college.
 - ii. In the Class of 2004, 78% went on to college.
- b. A new facility was found and renovated.
- c. A culture of nonviolence and high academic standards that mirrors the mission and vision of the school has been established.
- d. Financial management has stabilized.
- e. Drop out rate of 2% which is far lower than comparable urban environments.
- f. Standardized test scores have met Adequate Yearly Progress (AYP) for the past two years.
- g. Standardized test scores in every grade in nearly every subject have been rising.
- h. Grants for Comprehensive School Reform, Scribe, and Mural Arts have been received.

i. Personalized, Entrepreneurial Active, Collaborative, and Exploratory (PEACE) Project which offers an alternative to traditional learning has been initiated with grant support.

j. Teacher retention is 93%; teachers are committed and hard-working.

k. Not a magnet school.

l. First come, first serve admissions.

m. Economically disadvantaged student body.

All this has been achieved in a school that is not a magnet school which has a first come, first serve admissions policy and an economically disadvantaged (78% at poverty level) student body.

3) Working in the context of Freire's Mission, Vision, Values and Goals listed above and the progress made to date, The Planning Committee's Goals are as follows:

a. Identify needs related to current school size and configuration to achieve our mission and its educational goals.

i. Review needs previously outlined

ii. Determine and enumerate specifically our new needs including:

1. Capital improvements

2. Equipment

3. Operational costs including

a. Salaries of teachers, administrative staff and others

b. Indirect costs (heat, maintenance, etc.)

iii. Develop strategies, concrete sub goals and action plans to meet these needs such as:

1. Government Relations

2. Private fundraising

3. New board members

4. Grants and contracts (for new or ongoing programs)

5. Increased level of capitation

6. Apply for charter renewal early

7. Other?

4) Planning for Future Expansion

- a. Delineate future expansion plans (options include):
 - i. Remain at current level
 - ii. Expand current school by 20-25%
 - iii. Encompass Annex
 - 1. For current school with modest increase in size and with improved facilities
 - 2. To incorporate grades 6 and 7 to become middle school and high school
 - iv. Start new school grades K-5 or K-7 at another site
 - v. Plan for Freire “system” including all or some of above plus 1 or more new sites
 - vi. Assume managerial and academic responsibility for other charter school(s) through merger
 - b. Refine current educational programs and design new ones
 - i. PEACE Project vs. Traditional Model or some combination
 - ii. Methodology of recruiting students
 - iii. New ways to group students
 - iv. Create a “13th grade”
 - v. Eliminate 8th grade
 - vi. Examine length of school day and school year
 - c. Needed Information
 - i. Financial feasibility of any plan
 - ii. Gain knowledge of Philadelphia School District’s plans and evaluation of their impact on FCS
 - iii. Identify models that have worked
 - iv. Review educational research findings
 - v. Assess the status of other charter schools in Philadelphia
 - vi. Identify consultants who can help with any of the above (including lobbyists)
- II. The next thing the Freire Planning Committee did was gather more personalized data in order to analyze the needs of the school as it moves forward. As part of this needs analysis, it reviewed all existing data, and then conducted individual interviews with 10 teachers, 2 parents, and 3 students. In addition, it held three separate focus groups with the following different stakeholder groups: the parents, the students, and the staff.

III. The Planning Committee then took all data into deliberations at the committee level for approximately 3 months. Gerry Escovitz steered these committee discussions. In the end, what was recommended and approved by the Board as the Strategic Plan is as follows:

Final Recommendations Made to and Approved by the Board:

FCS Planning Committee

The FCS Planning Committee consisted of:

- Board members Lenora Berson, Tom Caramanico, Gerry Escovitz, Lisa Hoffstein and Phil Marchese.
- Administrators Saliyah Cruz and Kelly Davenport.
- Teachers, Brett Shiel and Teresa Silberstein, elected by their peers.

The Committee met weekly from November to March (with some exceptions) and, in addition, sought input from parents, teachers, and students. The planning process resulted in a number of recommendations listed below. These are not in priority order but rather should be pursued in parallel.

Recommendation I — Determining the Success Rate of FCS Graduates

The Committee was concerned about the adjustment and success of FCS graduates who matriculated to college. Reports of a high college drop out rate of graduates of some charter schools persuaded the Committee of the necessity to conduct a follow up study of FCS graduates to date. This follow-up study will be conducted in the Spring of 2006 under the direction of Bill Porter, who is the FCS Director of College Counseling. The study will be conducted by telephone with a questionnaire which will focus on:

- The percentage of FCS graduates still enrolled in college;
- Feedback on those aspects of the FCS education which did (or did not) enhance adjustment and success in college.
- Consider making this a yearly activity.

The results will be reported to the board as soon as they are available and not later than the September Board meeting. The Board will then recommend action appropriate as determined by the results.

UPDATE ON PROGRESS: For the past several years, we have been making gradual but real progress on this goal, though we find that keeping in contact with our alumni to be more challenging than we had ever imagined. Nevertheless, we have held several successful alumni events, and have remained in touch with many alumni. There is clearly still much work to do in this category, and we are currently entertaining the idea of applying for a grant in this area.

Recommendation II — Strengthening FCS Infrastructure

The Committee recognized both the incredible growth and progress in the school's academic, sports and after school programs as well as the social development of the students. It also recognized the need for significant improvements in the areas of financial stability, space and academic programs. The areas of need include (but are not limited to):

- Providing increased funds through a variety of mechanisms including:
 - Obtaining ownership of 2027 Chestnut (and Annex) to allow loan renegotiation and enhanced funds for operations
 - Private fundraising
 - Grant applications
 - Utilization of lobbyists
- Strengthening the Board with active new members
- Expanding space through obtaining ownership of current space and/or leasing/purchasing of new space.
- Focusing on immediate specific needs such as an improved computer lab, a new science laboratory, cafeteria and library.
- Assuring adequate finances to maintain competitive salaries and benefits for FCS staff.

Responsibility to pursue and prioritize these recommendations rests with the Board and its Executive Committee, working with administrators and teachers where necessary, and will be headed by the Board Chair, Tom Caramanico.

UPDATE ON PROGRESS: As of July 1, 2008, we can say we have made steady progress in this area. Our staff retention rate is at an all time high of 96%, and we attribute this in much part to our ability to be able to offer competitive salaries and benefits for all Freire staff. Further, we have over \$1,000,000 worth of grant applications submitted for review at this point in time, which is more than ever before. Our private fundraising remains a priority and we are working to increase that donor base. Current plans include adding active new board members, or setting up an advisory board.

Recommendation III — Expansion of the PEACE Project

The PEACE Project is an individualized, independent, student-centered learning program designed to enhance both the knowledge and academic initiative of the students. Feedback from

the current 7 student pilot program is positive and has resulted in the decision to expand the program.

For the next academic year:

- Expand the program to 30-40 students;
- Identify the space, facilities, facilitators and other resources needed to expand the program;
- Develop and utilize a methodology for ongoing program evaluation.
- Explore ways to utilize concepts of the PEACE Project within FCS as a whole.

Responsibility of the expansion rests with the administration and faculty of the FCS, and will be headed by Saliyah Cruz, Kelly Davenport and Brett Shiel.

UPDATE ON PROGRESS: We implemented this recommendation and had a PEACE Project of approximately 40 students each year during the 2006-2007 and 2007-2008 school years. We were not able to sustain this project beyond the 2007-2008 school year, however, as a result of our inability to find, train and compensate appropriate or adequate teachers inside PEACE. Going forward, we are now determined to incorporate the principles of PEACE into the FCS program as a whole.

Recommendation IV — Studying the Feasibility of Adding a Middle School (grades 6,7, and 8) as Part of FCS

The Committee believes that the earlier students are exposed to the FCS approach to education, the better they will be prepared for both post-secondary school education and life in general. Although it could be ideal to begin at the K-12 level, or earlier, such a step was considered beyond FCS' capacity at this time. However, the possibility of a middle school, which would expose students to FCS earlier, was considered desirable. Therefore the Committee recommends:

- That a feasibility study be initiated to determine if and when FCS might embark on this endeavor. The study would review:
 1. Location of the school and space needs
 2. Cost benefit analysis, financial feasibility, and opportunity costs comparing current financial structure to proposal of adding middle school
 3. Administrative organization
 4. Relationship to FCS high school

5. Planning for the number and distribution of students in grades 6-12
6. Best practices of middle schools
7. Trends in enrollment of students in middle schools
8. Trends in Philadelphia School District
9. Other

Responsibility for the study rests with a committee consisting of Board members, FCS administration and faculty headed by Saliyah Cruz, Kelly Davenport and Phil Marchese with the goal of completion of study to the Board for review by no later than the January 2007 Board Meeting.

UPDATE ON PROGRESS: As of July 1, 2008, his recommendation still has not been worked on or developed.

Recommendation V — Elimination of the 8th Grade

There was considerable discussion regarding both the desirability and staging of the elimination of the 8th grade. It was noted that the 8th grade students utilize an inordinate share of FCS resources in adjusting to their new environment and that a significant number of the strongest students transfer to other (magnet) school for 9th grade. It was also noted that the 8th grade team was a very effective group and that some of the teachers were certified only up through the 8th grade and that their certification would not carry over to the 9th grade. The Committee finally determined that:

- The 8th grade should be eliminated and focus maintained on grades 9-12.
- The “elimination” should be phased with a reduction of the number of 8th grade groups from 3 to 2 for the 2006-2007 academic year and eliminated entirely for 2007-2008.
- The 8th grade team and teachers will be re-assigned and encouraged to expand their level of certification. No teachers will be released in 2006-2007 because of these changes.

Responsibility for these changes rests with the FCS administration and teachers and will be headed up by Kelly Davenport and Teresa Silberstein.

UPDATE ON PROGRESS: This recommendation has been implemented. As of July 1, 2008, Freire no longer has any 8th graders enrolled. All 8th grade teachers have been re-assigned and are working to expand their level of certification.

Recommendation VI — Expansion of Community Involvement

The Committee recognized that exposing its students to community organizations is an important part of their education; and that support of FCS by individuals and organizations in the community is essential to FCS.

A group, headed by Lenora Berson and Lisa Hoffstein, will develop a plan to meet these goals. The plan will address:

- Local outreach to individuals and organizations (e.g. Center City Residents Association). This will include a newsletter and personal contact;
- Identification of individuals in the neighborhood who wish to volunteer at FCS;
- Utilization of internships by FCS PEACE Project students to identify and expand upon community involvement.
- Specific long term relationships with businesses and academic organizations

Progress on these recommendations will be monitored on a regular basis by the Board and progress reports circulated periodically to the FCS community.

UPDATE ON PROGRESS: As of July 1, 2008, Freire is pleased by the recent surge in community contacts and outreach efforts. We attribute this growth to the Take Back The City Campaign, as well as our new development office. That said, we still seek many more community outreach partners.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Phil Marchese	Smith Barney	Board Member	Board of Directors
Beth Terry	Freire Charter School	Administrator	Kelly Davenport
Deandre Pickett	Freire Charter School		Board of Directors
Erin McNallen	Freire Charter School	Special Education Representative	Kelly Davenport
Erin Miley	Freire Charter School	Administrator	Kelly Davenport
Gerald Escovitz	retired	Board Member	Board of Directors
Kelly Davenport	Freire Charter School	Administrator	Board of Directors

Lenora Berson	retired	Board Member	Board of Directors
Lola Freeman	Freire Charter School	Community Representative	Board of Directors
Susan Thompson	Freire Charter School	Ed Specialist - School Counselor	Kelly Davenport
Thomas Caramanico	McCormick Taylor, Inc.	Board Member	Board of Directos
Trina Singleton	Primavera Systems	Parent	Board of Directors

Goals, Strategies and Activities

Goal: College Preparation

Description: Freire Charter School is a college preparatory school and needs to prepare all its students as best as possible for entrance into college or a university.

Strategy: Collaboration Team Meetings

Description: Collaboration Teams are groups of teachers who come together once a week, or more, because they all teach the same students. These collaboration teams gather and review best practices and successes with their peers with the goal of improving the quality of teaching and learning for their grade. As they improve the quality of teaching and learning, they then help to set a higher and better standard for the school itself, and therefore more of a college preparatory atmosphere. These teams are led by one of the teachers on the team.

Activities:

Activity	Description	
Collaboration Team Meetings	Teachers will gather together in groups based on grade level. Teachers who all teach the same students will then work together to share best practices, and improve teaching and learning at that grade level. Specific grade level needs and issues will also be addressed in these small circle of teachers. They will collaborate with each other, trouble shoot, share best practices as well as concerns.	
Person Responsible	Timeline for Implementation	Resources
Kelly Davenport	Start:8/18/2008 Finish: 8/13/2012	\$0.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1	40	43
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Freire Charter School	<ul style="list-style-type: none"> School Entity 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Educators will gain the following	Best practices indicate that	<i>For classroom teachers, school</i>

<p>knowledge and skills:</p> <p>1) Acquire a list of best practices specific to grade and students themselves</p> <p>2) Learn how to collaborate with colleagues around the following- team teaching, critical feedback, lesson planning, trouble shooting, improving classroom management, accommodating and adapting for the special needs student; differentiated instruction.</p> <p>3) Learn how to share and analyze student work.</p>	<p>teachers themselves have more power than anyone to effect positive change in their school environments. And that small groups of teachers have the strongest ability to make that change happen.</p>	<p><i>counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. • Empowers educators to work effectively with <u>parents and community partners</u>. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> • Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. • Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making. • Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning. • Instructs the leader in <u>managing resources</u> for
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		effective results.
Educator Groups Which Will Participate in this Activity		
Role	Grade Level	
<ul style="list-style-type: none"> Classroom teachers Principals / asst. principals School counselors 	<ul style="list-style-type: none"> High school (grades 9-12) 	
Follow-up Activities	Evaluation Methods	
<ul style="list-style-type: none"> Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussions Lesson modeling with mentoring Journaling and reflecting 	<ul style="list-style-type: none"> Student PSSA data 	

Strategy: Observations

Description: Teachers will observe each other in classrooms as well as will travel to other schools outside of Freire searching for best practices for us as educators of urban youth.

Activities:

Activity	Description	
Teachers will observe and feedback with colleagues	Teachers will arrange to observe other colleagues. In addition, they will hold pre and post observation meetings.	
Person Responsible	Timeline for Implementation	Resources
Kelly Davenport	Start:9/2/2008 Finish: 6/14/2012	\$0.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2	160	45
Organization or Institution Name	Type of Provider	Provider's Department of

		Education Approval Status
Freire Charter School	<ul style="list-style-type: none"> School Entity 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Educators will learn best practices in teaching and learning straight from their colleagues. They will then use that information to improve their own teaching. Further, as a result of these observations, they will learn about other teachers' challenges in other schools, and hear about challenges from teachers in their own school.	When teachers are observers, they are learners. Teachers need to be learning all the time, and reflecting while in action.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.
Educator Groups Which Will Participate in this Activity		
Role	Grade Level	
<ul style="list-style-type: none"> Classroom teachers Principals / asst. principals Superintendent / asst. superintendents 	<ul style="list-style-type: none"> High school (grades 9-12) 	

<ul style="list-style-type: none"> School counselors 		
Follow-up Activities	Evaluation Methods	
<ul style="list-style-type: none"> Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussions Lesson modeling with mentoring Journaling and reflecting 	<ul style="list-style-type: none"> Participant survey 	

Strategy: Staff Meetings

Description: Freire will hold "What is College Prep?" conversations throughout the time period of this plan. These conversations will focus on the general concepts around how teachers need to teach so as to ensure college readiness and success for our students. They will also work specifically to design and plan each school year's calendar, and professional development activities so that teachers' needs for professional development are met and addresses, and all teachers' input at each professional development session are measured and incorporated for improvement for the following sessions.

Activities:

Activity	Description	
"What is college prep?" Meetings	Teachers will come together to dialogue and set common high expectations about what it means to teach a college preparatory curriculum while working with students who enter our school in the 9th grade 4 or 5 grade levels behind.	
Person Responsible	Timeline for Implementation	Resources
Kelly Davenport	Start:8/26/2008 Finish: 6/26/2012	\$0.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2	20	30
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Freire Charter School	<ul style="list-style-type: none"> School Entity 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Educators will learn that the higher the expectations they set for their	Research shows us time and again how the	<i>For classroom teachers, school counselors and education</i>

<p>students, the higher their students will achieve. They will also learn tools and techniques for motivating students as well as holding them accountable.</p>	<p>higher the expectations we set for our students, the stronger they perform.</p>	<p><i>specialists:</i></p> <ul style="list-style-type: none"> Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. Empowers educators to work effectively with <u>parents and community partners</u>. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.
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<p>Educator Groups Which Will Participate in this Activity</p>		
<p>Role</p>	<p>Grade Level</p>	
<ul style="list-style-type: none"> Classroom teachers Principals / asst. principals Superintendent / asst. superintendents School counselors 	<ul style="list-style-type: none"> High school (grades 9-12) 	
<p>Follow-up Activities</p>	<p>Evaluation Methods</p>	
<ul style="list-style-type: none"> College Prep Plan 	<ul style="list-style-type: none"> Participant survey 	

Goal: Math Proficiency

Description: By the end of 2010-2011 school year, 60% of all Freire students in grades 9-12 will be proficient or advanced in math as measured by the PSSA or other local standardized assessment tools.

Strategy: Vertical Planning Groups

Description: Vertical Planning Groups will meet in order to align curriculum to PA standards, work together to agree upon common ways of assessment, teaching methods and expectations, goals for teacher, and setting to scope and sequence the math curriculum for each grade level as well as across grades.

Activities:

Activity	Description	
Vertical Planning Group Meetings	Teachers will come together to align teaching methods, goals for teaching, ways to teach and common skills to teach as well as set the curriculum to appropriate scope and sequence, aligning as well with PA standards.	
Person Responsible	Timeline for Implementation	Resources
Kelly Davenport	Start:8/19/2008 Finish: 6/19/2012	\$0.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2	10	10
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Freire Charter School	<ul style="list-style-type: none"> • School Entity 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Educators will become more familiar with and confident in the PA standards for teaching mathematics. They will get clear on the scoping and sequencing for their curricula, and they will understand how the high school math courses come together to form an overall mastery of mathematics as part of the high school experience.	Teachers of mathematics need help and support to be better teachers. They need to work together, they need to problematize together.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a

		<p>variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.</p> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> • Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. • Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making. • Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning. • Instructs the leader in <u>managing resources</u> for effective results.
Educator Groups Which Will Participate in this Activity		
Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • Superintendent / asst. superintendents 	<ul style="list-style-type: none"> • High school (grades 9-12) 	<ul style="list-style-type: none"> • Mathematics
Follow-up Activities	Evaluation Methods	
<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers 	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than 	

<ul style="list-style-type: none"> • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions • Lesson modeling with mentoring • Journaling and reflecting 	<ul style="list-style-type: none"> • the PSSA • Classroom student assessment data
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Goal: Nonviolence

Description: Freire will be a 100% nonviolent school, with safety as our first priority for all students, parents, staff and community members.

Strategy: Staff Meetings

Description: Staff will gather together to be trained in conflict resolution and mediation training and how to protect students in the event of an emergency. Teachers will also learn how to improve the academic, social, emotional and physical needs of individual learners as well as groups. Freire's family therapists and deans will aid all in this process.

Activities:

Activity	Description	
Mediation Trainings and Safety Discussions	Staff will get together to learn how to mediate and deescalate conflict as well as discuss ways to ensure safety in the event of a crisis.	
Person Responsible	Timeline for Implementation	Resources
Kelly Davenport	Start: 8/20/2008 Finish: 6/20/2012	\$0.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2	7	44
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Freire Charter School	<ul style="list-style-type: none"> • School Entity 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Educators will learn how to protect the safety of the school and all its facets, through various aspects, including: emergency evacuation and preparedness, communication in an emergency, peer mediation, de-escalation of conflict. They will also review and better understand what to do in the event of a crisis in order to protect the students, themselves, and any and all in the school. They	Research points for the need for all to feel safe in schools. Teachers need to understand how to deescalate conflict as well as teach students how to de-escalate conflict. The federal government states that schools need to learn how to mitigate and prevent crisis as well as how to	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions

<p>will develop a common language and set of operations assumptions for safety in the school.</p>	<p>react to a crisis in the event that there is one.</p>	<p>for struggling students.</p> <ul style="list-style-type: none"> Empowers educators to work effectively with <u>parents and community partners</u>. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making. Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning. Instructs the leader in <u>managing resources</u> for effective results.
<p>Educator Groups Which Will Participate in this Activity</p>		
<p>Role</p>	<p>Grade Level</p>	
<ul style="list-style-type: none"> Classroom teachers Principals / asst. principals Superintendent / asst. superintendents School counselors Other educational specialists 	<ul style="list-style-type: none"> High school (grades 9-12) 	
<p>Follow-up Activities</p>	<p>Evaluation Methods</p>	

<ul style="list-style-type: none"> • Mediate and de-escal 	<ul style="list-style-type: none"> • Participant survey
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Goal: Parent Participation

Description: At any given event at Friere that invites parental participation, Freire will have over 60% parental participation. In addition, 75% of parents will report feeling a strong, positive connection with their child's teachers. This connection will then act as a strong network of support for student success.

Strategy: Difference Training

Description: Staff and Parents will be trained in how they may be able to communicate more effectively.

Activities:

Activity	Description	
Building a Better Partnership Meetings	Parents and Educators will come together to work on how to build a better, more sustainable and mutually beneficial partnership so that students can succeed further.	
Person Responsible	Timeline for Implementation	Resources
Kelly Davenport	Start:8/20/2008 Finish: 8/21/2012	\$0.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2	6	45
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Freire Charter School	<ul style="list-style-type: none"> • School Entity 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Educators will develop the skill and art of productive, clear and sensitive communication with parents.	Research shows us that across the country, parents of high school students are participating in school functions less and less; yet the importance of parental participation in high school is critical to the overall success of the school.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Empowers educators to work effectively with <u>parents and community partners</u>. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> • Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that

		<p>assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <ul style="list-style-type: none"> Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.
Educator Groups Which Will Participate in this Activity		
Role	Grade Level	
<ul style="list-style-type: none"> Classroom teachers Principals / asst. principals Superintendent / asst. superintendents School counselors Other educational specialists 	<ul style="list-style-type: none"> High school (grades 9-12) 	
Follow-up Activities	Evaluation Methods	
<ul style="list-style-type: none"> Parent Conferences 	<ul style="list-style-type: none"> Participant survey 	

Goal: Reading Proficiency

Description: By the end of 2010-2011 school year, 90% of all students in grades 9-11 will be proficient or advanced in reading and writing as measured by the PSSA and other local tests.

Strategy: Vertical Planning Meetings

Description: Vertical Planning Meetings, which are frequently referred to in other contexts as "content meetings" will occur in order to align curriculum (with PA standards) and assign specific goals and skills to be obtained in each grade level. Content meetings will also help to establish common school-wide writing rubric to be used in evaluating student writing. Further, teachers will continue to develop what expectations for citations and essay structure are for research papers inside content and cross curricularly. During these meetings, teachers will also be trained to use these rubrics universally and uniformly.

Activities:

Activity	Description	
Vertical Planning Meetings	Educators within this content area will gather together to synchronize and align curriculum within each course and throughout all grades, making sure it is aligned with PA state standards and has appropriate scope and sequence as well as skill focus.	
Person Responsible	Timeline for	Resources

	Implementation	
Kelly Davenport	Start:8/18/2008 Finish: 6/11/2012	\$0.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2	20	43
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Freire Charter School	<ul style="list-style-type: none"> School Entity 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Educators will gain the ability to create, design appropriate curriculum for each subject taught as well as learn to scope and sequence the curriculum in tandem with others and other courses. They will learn how to focus on the skills as outputs as well as develop a common language and rubric for assessing student work.	Research shows how teachers need to be reflective practitioners, constantly engaged with colleagues on how and what to teach, and how to teach better.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and

		<p>interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <ul style="list-style-type: none"> • Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making. • Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning. • Instructs the leader in <u>managing resources</u> for effective results.
Educator Groups Which Will Participate in this Activity		
Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • Superintendent / asst. superintendents 	<ul style="list-style-type: none"> • High school (grades 9-12) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening
Follow-up Activities	Evaluation Methods	
<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions • Lesson modeling with mentoring • Journaling and reflecting 	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Classroom student assessment data • Participant survey 	

Goal: School and Teacher Governance

Description: Freire students will attend a school that is well-run, that has a school-wide strategic plan as well as has a strong governance structure and communication system.

Strategy: Data Analysis Generation and Training

Description: Educators will work to generate and interpret data each semester. From there, they will learn to use the interpreted data to better their practice as educators, as well as to guide them in making informed decisions.

Activities:

Activity	Description	
Professional Learning Community Meetings	These meetings, which are open and available for all staff members, are mandatory for the Freire staff members and leaders responsible for building and maintaining the structure of Freire so that it is a "Professional Learning Community" (PLC). By PLC, we refer to Senge's (1995) idea that schools need to be a place where all are constantly learning- from the students to all staff members. This community is charged with ensuring that this universal learning is taking place.	
Person Responsible	Timeline for Implementation	Resources
Kelly Davenport	Start:8/28/2008 Finish: 6/28/2012	\$0.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2	20	30
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Freire Charter School	<ul style="list-style-type: none"> • School Entity 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
<p>Educators at Ferire will gain the following knowledge and skills from participating in the PLC:</p> <ol style="list-style-type: none"> 1) They will learn how to run and lead a school from the top down. 2) They will learn how to oversee big projects, such as the vertical planning groups. 3) They will learn how the pieces of school governance and stakeholderhip come together to run a school. 4) They will get to be a part of first hand decision making, particularly as it relates to data driven decision making. 5) They will have first hand experience in building and sustaining Freire's communication network. 		

Follow-up Activities	Evaluation Methods
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Activity	Description	
Staff Trainings	Staff will work together to learn how to generate and analyze critical data for decision making inside the classroom and schoolwide.	
Person Responsible	Timeline for Implementation	Resources
Kelly Davenport	Start:8/27/2008 Finish: 6/20/2012	\$0.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
5	3	45
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Freire Charter School	<ul style="list-style-type: none"> School Entity 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Educators will: 1) discern relevant from irrelevant data 2) apply relevant data points to making decisions in classroom or area of responsibility 3) develop a common language and understanding of what data state about how our students are doing and thus what the school's priorities are	Research indicates that best practice is for educators to make decisions based on actual relevant data.	<i>For classroom teachers, school counselors and education specialists:</i> <ul style="list-style-type: none"> Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. <i>For school and district administrators, and other educators seeking leadership roles:</i> <ul style="list-style-type: none"> Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials

		<p>and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <ul style="list-style-type: none"> • Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making. • Instructs the leader in <u>managing resources</u> for effective results.
Educator Groups Which Will Participate in this Activity		
Role	Grade Level	
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • Superintendent / asst. superintendents • School counselors • Other educational specialists 	<ul style="list-style-type: none"> • High school (grades 9-12) 	
Follow-up Activities		Evaluation Methods
<ul style="list-style-type: none"> • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Journaling and reflecting 		

Goal: Science Proficiency

Description: By the end of the 2010-2011 school year, 50% of all students in grades 9-11 will be proficient or advanced in science as measured by the PSSA or other local standardized assessment tools.

Strategy: By the end of the 2010-2011 school year, 50% of all students in grades 9-11 will be proficient or advanced in science as measured by the PSSA or other local standardized assessment tools.

Description:

Activities:

Activity	Description
Vertical Planning Meetings	Vertical Planning Meetings, or in other contexts referred to as "content meetings" will meet in Science in order to align teaching methods, set goals for teaching and learning for students inside each grade level as well as across all grade

	levels. Content meetings in science will also align curriculum to state standards, and ensure that they are inquiry based. General trainings will also occur on standardized science laboratory protocols, and student assessments.	
Person Responsible	Timeline for Implementation	Resources
Kelly Davenport	Start:8/20/2008 Finish: 6/20/2012	\$0.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2	10	15
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Freire Charter School	<ul style="list-style-type: none"> School Entity 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
<p>Educators will:</p> <p>1) Develop understanding of most recent research and what that means for their classroom and how important inquiry based teaching is.</p> <p>2) Develop a stronger, deeper understanding of what is being taught in other science classes as well as what is expected for students to know of PSSA's and as part of inquiry based science teaching.</p>	<p>Research indicates that Science is an area where teaching in the United States is weakest.</p> <p>Research also shows that teachers of science need to work together to set high expectations, to develop effective curriculum and to best implement that curriculum.</p>	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that

		<p>assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <ul style="list-style-type: none"> • Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making. • Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning. • Instructs the leader in <u>managing resources</u> for effective results.
Educator Groups Which Will Participate in this Activity		
Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • Superintendent / asst. superintendents 	<ul style="list-style-type: none"> • High school (grades 9-12) 	<ul style="list-style-type: none"> • Science and Technology
Follow-up Activities	Evaluation Methods	
<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions • Lesson modeling with mentoring • Journaling and reflecting 	<ul style="list-style-type: none"> • Participant survey 	

Goal: Student Services

Description: Students in the Student Services department at Freire consistently perform below their regular education peers on benchmark exams. In this goal, we will design better tests and accommodations for these students in order to make sure that they are set up for maximum success. We will also train all staff in the nuts and bolts of the IEP process.

Strategy: Inservice Trainings

Description: Freire will provide teachers will inservice trainings on differentiated instruction and learning, co-teaching, IEPs and IEP interpretation, learning differences, how to assess a student with special learning needs, etc.

Activities:

Activity	Description	
Staff Trainings	Staff will learn to design better instruction and assessment, based on best practices in special education, from differentiated instruction and assessment, to co-teaching. They will also learn how to read an IEP, and what special education accommodations and adaptations are and how to best use them for all students' benefit.	
Person Responsible	Timeline for Implementation	Resources
Kelly Davenport	Start:8/20/2008 Finish: 8/15/2012	\$0.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2	6	45
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Freire Charter School	<ul style="list-style-type: none"> • School Entity 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Educators will learn to: 1) Differentiate instruction and assessment 2) Read an IEP and use its information to ensure student success 3) Learn about Spec. Ed. process and what educators need to know 4) Understand how to co-teach and why to do so 5) Make appropriate accommodations and adaptations for students	Research everywhere shows that no two learners are alike; that as educators we need to tailor our instruction to fit the learner.	<i>For classroom teachers, school counselors and education specialists:</i> <ul style="list-style-type: none"> • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional

<p>6) Develop heightened understanding and appreciation for how to motivate 'challenging' students</p>		<p>decision-making.</p> <ul style="list-style-type: none"> Empowers educators to work effectively with <u>parents and community partners</u>. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making. Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning. Instructs the leader in <u>managing resources</u> for effective results.
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Educator Groups Which Will Participate in this Activity

Role	Grade Level	
<ul style="list-style-type: none"> Classroom teachers Principals / asst. principals Superintendent / asst. superintendents School counselors Other educational specialists 	<ul style="list-style-type: none"> High school (grades 9-12) 	

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> Creating lessons to meet varied student learning styles Peer-to-peer lesson discussions Lesson modeling with mentoring Journaling and 	<ul style="list-style-type: none"> Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Classroom student assessment data

reflecting	
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Statement of Quality Assurance

Charter school has met AYP.

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

Freire Charter School is dedicated and doggedly determined to build and to teach the most rigorous curriculum possible so that all students meet both the academic targets set forth by the No Child Left Behind Act as well as the academic targets that each teacher sets for her/his students. Until each and every student reaches 100% ability in all subject areas, we will not be satisfied (and even then, we are confident there will be plenty of work still to do).

At the heart of Freire’s high expectations for all students are several guiding principles. These principles are: Freire’s Pedagogical Vision, the curriculum, the “three R’s”, and “Characteristics of Effective Learning Environments”. Below we describe each, in order.

First is Freire’s Pedagogical Vision. These points were written based upon a plethora of assumptions, most of which come from professional educational researchers and philosophers. In addition to these beliefs the pedagogy is also based upon the research that was designed to determine what parents, students and teachers determine as important building blocks of instructional practice.

Specifically, the Freire Charter School Pedagogical Vision is as follows:

- I. Refrain from the “I am the all knowing teacher” stance. Teach in a way that draws out of the students their previous knowledge, expanding it, and owning it.
- II. Make sure that you teach in a way that ensures your students are active learners, participants in their education.
- III. Help your students become critical thinkers who can see situations from multiple perspectives.
- IV. Refrain from sharing any and all opinions both on paper and in class. Our job as teachers is to get student to develop their own opinions.
- V. Let Freire students teach you as you teach them.
- VI. Understand and live by the fact that in order truly to reach your students as their teacher, you will have to earn their respect.
- VII. Realize that there is more to teaching at Freire than improving students’ scores on tests. Freire aims to teach the “whole child”.
- VIII. Incorporate into the curriculum real world situations that require action.

Teachers reflect this pedagogy within each classroom, and as a result, tie together the vision and the curriculum. Teachers are not only expected to create and implement a high standard curriculum that is based upon State Standards, developmental abilities, and student needs but they are also expected to develop a curriculum that is reflective of the Freire Charter School pedagogy. Curriculum is written in a way that utilizes students' previous knowledge, active participation, and engagement in learning and real life situations.

This leads to our second principle of rigorous instructional programs: curriculum. Freire's curriculum is essential to producing the quality learner in each student. As a result, Freire's outlook on curriculum is that curriculum is everything — everything we teach, everything we learn, and everything we are as teachers and learners in the classroom. With Freire's mission statement centering around college preparation, critical thinking, problem solving, freedom and team work, all curricula are written with the ultimate goal of preparing students to enter an institution of higher learning. Teachers are encouraged and expected to create opportunities within each discipline that allow students to develop, strengthen and utilize critical thinking skills in problem solving.

Also influential in the shaping the curriculum is the teacher input. Teams of teachers are required to help build the skeletal curriculum for their individual courses. These professionals are able to ascertain the needs of their students as they move forward in their academic lives. Teachers are given support from Collaboration Leaders, Director of Learning, Director of Academic Supports, the Deans' Office, as well as other resources. Teachers are provided with PA State Standards, and PSSA test scores, and other resources to help complete this outline. By using these important pieces of data teachers are able to target problem areas and skill short comings that need to be addressed within the student body. Teachers use the information to help guide them and give an understanding of the needs of the students.

The PA State Standards play an important role in the development of the curriculum. All curricula are conscientiously matched to the state standards as defined by the state of PA. Finding co-relations and matching the standards and curriculum ensures that the students are receiving an education that is aligned with other schools in the state.

The next guiding principle for Freire's instructional program is "rigor", "relationships" and "relevance". These need to be today's "three R's" in the world of education, no matter who the scholar, the researcher, or the building principal. At Freire, we use the "three R's" to guide all teachers and educational leaders to build the most solid, structured, and successful curricular and educational program possible.

Last, we believe that successful learning environments for our students, while not able to be quantified or turned into a formula of predictable variables, all contain a set of common characteristics. Staff, students, outside consultants and others have come together in unity to create a list of the "Characteristics of Effective Learning Environments" that guide how we analyze and evaluate the teaching and learning at Freire. These characteristics include:

- The type of questions being asked by students in relation to the instruction .
- The level of questions posed by the teacher (Bloom's Taxonomy).
- That the lesson follows a logical progression.
- That the students are engaged.
- That there's a belief in the students' ability to meet a challenge.
- Strong, positive relationship between staff and students.
- Safety (clear cut expectations, fairly enforced).
- Fosters enthusiasm for learning.
- Kids believe and can articulate that they are learning.
- Frequent small assessments that fuel instruction.
- Reading/writing across the curriculum.

- Mutual accountability for outcomes
- Empowers students to serve as instructional resources for one another
- Clarifying and sharing learning intentions and criteria for success
- Creation of successful “hinge points” in the lesson
- Affords students, with a range of learning styles, the opportunity to participate in the ways they learn best.

Coupling these four principles together, Freire provides a rigorous, intensive, and rewarding program to all students. Moreover, our curriculum offers a skill intensive component for grades 8, 9, 11 and 12. All 8th and 9th graders take a year-long Intensive Reading course aimed to improve students’ ability to comprehend and decode. All 11th grade students take a year-long course designed to help them develop a deeper understanding of mathematics and reading as well as test taking skills. This course was developed as a way to support students for the high-stakes PSSA test they face in the spring as well as the SAT’s all Freire students take either in the Spring of their junior year or in the Fall of their senior year. Further, our 12th grade must work on a year long “senior project” designed to strengthen their research, writing, critical thinking and presentation skills and the ability to become lifelong learners. For students who need extra support along the way, Freire offers peer tutoring, office hours, after school tutoring, mentoring, advising, and many other opportunities.

Rigorous Instructional Program - Attachments

- Act 48 Addendum
- Act 48 Plan
- Induction Plan Addendum
- Induction Plan Approval Letter
- Induction Plan Summary
- Professional Plan Approval Letter

English Language Learners

Freire Charter School

English as a Second Language (ESL)

Program Outline

1. **Statement of Program Goals and Objectives:** Freire’s ESL program will provide Limited English Proficiency (LEP) students with the skills and resources to achieve the following objectives:
 - a. To use English to communicate effectively in social settings and personal interactions.
 - b. To use English in both the spoken and written form for personal expression and enjoyment.
 - c. To develop and enhance existing English language competence.
 - d. To use English to participate regularly and obtain information in all content areas.
 - e. To use English to achieve and excel academically in all content areas in spoken and written form.

- f. To construct and apply academic knowledge appropriately according to audience, purpose, and setting.
2. **Student and Parent Orientation Procedures:** To ensure a successful introduction to the school, Freire Charter School will implement the following orientation procedures:
 - a. Both student and parent or legal guardian will attend an enrollment with school administrators. At this time, Freire staff will explain both the school's Mission Statement and its Code of Conduct.
 - b. Both student and parent or legal guardian will receive a detailed tour of the school and be given ample time to ask questions and/or express concerns.
 - c. Both student and parent or legal guardian will meet with Freire's Director of Student Services and ESL staff to outline specific ESL program objectives and standards. A plan to address the student's specific language needs will be addressed.
 3. **Identification and Placement:** Freire will employ several strategies to identify LEP students and accurately place students in the program according to their needs.
 - a. **Screening Procedures:** Freire will administer a language assessment in the following cases:
 1. Based on the initial admittance interview and/or former school records, Freire staff will require a language assessment in order to place the student in the appropriate level of ESL instruction.
 2. The student or parent or legal guardian may request a language assessment for ESL placement at any time.
 3. In writing Freire staff members (including content area teachers) may recommend that the student receive a language assessment for ESL placement. The teachers will base such a recommendation on the student's linguistic performance in class.
 - b. **Assessment Procedures:** Once a language assessment is either requested or necessary, the student's English proficiency will be based upon the following manners of assessment:
 1. A conversation with a member of the ESL staff. The staff member will observe the following aspects of the student's language proficiency: spontaneous language and participation in the conversation; response to questions and spoken cues (i.e. the ability to follow oral directions); the fluency and accuracy of the student's spoken English (i.e. the ability to ask clarifying questions or effective expression of ideas).
 2. An interpretation of a reading passage at or near grade level. The ESL staff member will observe and assess the student's understanding by the student's retelling or summarizing major ideas and themes of the text.
 3. A writing sample. An ESL staff member will evaluate the student's ability to communicate in writing. The student will complete a personal information sheet and (if applicable) a brief personal essay.

c. **Placement:** The student will be placed in one of three levels of ESL instruction based on the following:

1. If the student has difficulties producing spontaneous language and responding to questions and spoken cues AND/OR the student cannot successfully determine the main ideas of a sample text AND/OR the student cannot in writing complete a personal information sheet, the student will be placed in a Secondary ESL program at the Beginning Level. The student will follow a curriculum that adheres to the standards detailed below (Part 4 — Instructional Program). Only when the student masters the standards at this level will he or she proceed to the Intermediate Level.

2. If the student can respond to some questions and some spoken cues, but experiences a degree of difficulty in producing spontaneous language production AND/OR the student can recognize the majority of main ideas from a sample reading but cannot convey the ideas consistently, AND/OR the student can respond to writing prompts about his or her personal information but cannot clearly in paragraph form, the student will be placed in the Secondary ESL program at the Intermediate level. The student will follow the curriculum that adheres to the standards detailed below (Part 4 — Instructional Program). Only when the student masters the standards at this level will he or she proceed to the Advanced Level.

3. If the student can maintain a conversation but still experiences some difficulties understanding or expressing abstract ideas AND/OR the student can successfully understand a sample text and summarize the main ideas but still demonstrates problems of English grammar or advanced vocabulary AND/OR the student can write an understandable personal essay but experiences problems with grammar, vocabulary, or formal writing, the student will be placed in the Secondary ESL program at the Advanced Level. The student will follow a curriculum that adheres to the standards detailed below (Part 4 — Instructional Program). Only when the student masters the standards of the advanced level will he or she complete Freire’s ESL program. Even in this case, the student will still have access to ESL staff for support.

4. Instructional Program: Freire’s instructional program is an English as a Second Language program, which is divided into three separate proficiency levels: beginning, intermediate, and advanced. Following the ESL staff’s assessment, the student will be placed in one of these three proficiency levels. The student will attend regular content areas. In all content classes, the student will meet with his or her teacher and an ESL staff member to address the goals that the student must achieve in order to receive a passing grade. The student will also receive additional ESL instruction. Both the frequency of these instructional lessons and the standards that must be met depend on the level of proficiency, which are divided into the following categories:

a. Secondary ESL — Beginning Level: The student will attend a period of instruction twice a day with an ESL staff member. This level adheres to the following ESL standards, targeted skills and methods of assessment.

ESL Standards	Skills	Assessment
1. Sharing and requesting information	Ask survival questions	Observe follow through, gestures, basic understanding
2. Expressing needs, feelings, ideas	Pick out picture books or posters	Observe participation
3. Using nonverbal communications in social settings	Take part in conversations	Observe student behavior

4. Obtaining personal needs	Use phone, give and understand simple directions	Observe steps to report emergency or important information
5. Engaging in conversations	Ask questions, repeat words and sentences	Observe appropriate response to questions and spoken cues
6. Conducting transactions	Retell orally, give directions	Observe detail of order
7. Describing participation in favorite activity	Draw pictures, write sentences or words about activities	Evaluate drawing, or words or sentences
8. Sharing cultural traditions or customs	Relate similarities or differences	Observe student's comparisons
9. Expressing personal needs or felines	Express ideas verbally	Observe role play
10. Participate in popular culture	Retell something from newspaper, radio, or TV	Evaluate student's retelling
11. Listening to and imitating how others use English	Listen to poems, stories, repeat	Observe speech created or understood
12. Employing alternative ways of saying things	Use full sentences, different ways to describe the same thing	Observe quality of speech
13. Focus attention	Respond to prompt	Evaluate oral response or writing to prompt
14. Seeking support from others	Organize information collectively	Evaluate student's story
15. Self-monitoring language development	Write full sentences, improve sentences, capitalization	Evaluate skills
16. Learning and using language chunks	Use context clues, grouping sounds	Evaluate student's ability to self-correct
17. Practicing new language	Act out role plays	Evaluate play
18. Using context to construct meaning	Complete story or word-web	Evaluate sequencing
19. Following oral and written instructions	Follow teacher directions	Observe student's behavior
20. Participating in class discussions or exercises	Use Total Physical Response skills	Observe participation
21. Requesting and providing clarification	Ask and answer questions	Observe participation
22. Comparing and contrasting information	Pick out details and compare	Evaluate student's performance
23. Listening to, speaking, reading, and writing about subject matter	Write a "how to" paragraph	Assess paragraph
24. Gathering information and in writing	Present material to the class	Evaluate presentation
25. Retelling information	Organize ideas, tell story	Evaluate story
26. Selecting, connecting, and explaining information	Predict what will come next	Observe predictions
27. Representing information visually	Participate in role play or group presentation	Evaluate role play
28. Understanding and	Make list of antonyms and	Evaluate student's use of

producing technical vocabulary	synonyms	new vocabulary
29. Demonstrating knowledge in a variety of contexts	Create a poem, write a biography	Evaluate projects
30. Applying reading comprehension skills	Complete a framed paragraph or outline	Evaluate paragraph or outline
31. Using appropriate native language resources	Use bilingual dictionaries	Assess progress
32. Using writing styles for different purposes	Describe picture or topic	Evaluate writing
33. Using acceptable language in academic settings	Use full sentences, appropriate language	Evaluate student's formal speech or writing

b. Secondary ESL — Intermediate Level: The student will attend a daily ESL class with an ESL staff member and will have the opportunity to seek more sessions if necessary. This level adheres to the following ESL standards, targeted skills and methods of assessment.

ESL Standards	Skills	Assessment
1. Sharing and requesting information	Create dialogues, perform skits	Evaluate dialogues
2. Expressing needs, feelings, ideas	Recite poem	Evaluate for intonation and feeling
3. Using nonverbal communications in social settings	Perform skits	Observe skits
4. Obtaining personal needs	Do role play to a social prompt	Observe role play
5. Engaging in conversations	Listen to English tapes, participate in conversations	Monitor speech, observe discussions
6. Conducting transactions	Practice an interview, learn presentation procedures	Observe interview skills
7. Describing participation in favorite activity	Do journal writing, learn note-taking skills	Evaluate progress
8. Sharing cultural traditions or customs	Share heritage and culture	Observe student's comparisons
9. Expressing personal needs or felines	Express ideas verbally	Observe role play
10. Participate in popular culture	Create a TV commercial	Evaluate projects
11. Listening to and imitating how others use English	Keep vocabulary notebook of new words	Administer vocabulary quiz
12. Employing alternative ways of saying things	Listen to tapes and repeat speech	Observe quality of speech
13. Focus attention	Use reading strategies	Observe reading comprehension
14. Seeking support from others	Respond to literary passages	Evaluate response
15. Self-monitoring language	Retell, summarize and	Evaluate skills

development	explain text	
16. Learning and using language chunks	Use context clues, grouping sounds	Evaluate student's ability to self-correct
17. Practicing new language	Learn different types of language: narrative, informational, persuasive	Evaluate writing
18. Using context to construct meaning	Use reading strategies for competency	Administer reading quiz
19. Following oral and written instructions	Respond to conversation prompts	Observe aurally
20. Participating in class discussions or exercises	Use Total Physical Response skills	Observe participation
21. Requesting and providing clarification	Interview classmates and retell information	Observe aurally
22. Asking and answering questions	Retell a life experience and answer questions	Evaluate student's performance
23. Explaining actions	Debate a contemporary issue	Observe aurally
24. Elaborating and extending other people's ideas and words	Read, analyze, and interpret story	Observe progress
25. Expressing likes and dislikes	Write a descriptive paragraph about a favorite thing	Evaluate paragraph
26. Comparing and contrasting information	Create a character comparison	Monitor progress
27. Persuading or arguing	Create a persuasive passage	Evaluate the passage
28. Listening to, speaking, reading, and writing about subject matter information	Interpret selected idioms	Observe progress
29. Gathering information orally and in writing	Compose a research paper on a given topic	Evaluate paper
30. Analyzing and inferring information	Watch a drama and respond	Evaluate response
31. Responding to the work of peers and others	Evaluate peer work	Assess progress
32. Hypothesizing and predicting	Read passage and predict endings	Assess predictions
33. Formulating and asking questions	Change statements into questions	Evaluate questions

c. Secondary ESL — Advanced Level: The student will attend a weekly ESL class with an ESL staff member and will have the opportunity to seek more sessions if necessary. This level adheres to the following ESL standards, targeted skills, and methods of assessment:

ESL Standards	Skills	Assessment
1. Sharing and requesting information	Prepare and present an autobiography	Observe aurally
2. Expressing needs,	Write a persuasive essay	Evaluate the personal essay

feelings, ideas		
3. Using nonverbal communications in social settings	Debate a topic	Observe debate
4. Obtaining personal needs	Learn how to create a resume	Guide and correct resume
5. Engaging in conversations	Conduct partner interviews about assumed professions	Observe interviews
6. Conducting transactions	Perform various role plays	Observe role plays
7. Describing participation in favorite activity	Continue journal writing	Evaluate progress
8. Sharing cultural traditions or customs	Continue to share heritage and culture	Observe student's comparisons
9. Expressing personal needs or feelings	Express ideas verbally	Observe role play
10. Participate in popular culture	Use internet to research project	Evaluate projects
11. Listening to and imitating how others use English	Listen to contemporary music	Evaluate student comprehension
12. Employing alternative ways of saying things	Listen to literature read regularly and continue to retell	Observe quality of speech
13. Focus attention	Keep a vocabulary notebook of words studied in class	Evaluate vocabulary quizzes
14. Seeking support from others	Respond to literary passages	Evaluate response
15. Self-monitoring language development	Read a novel or short story aloud	Observe aurally for fluency
16. Learning and using language chunks	Learning outlining techniques	Assess outlines
17. Practicing new language	Select and read aloud a favorite reading	Observe progress
18. Using context to construct meaning	Select twenty words from reading passages and to define and use correctly in context	Administer reading quiz
19. Following oral and written instructions	Write a drama	Evaluate dramas
20. Participating in class discussions or exercises	Debate a contemporary issue and field questions	Evaluate debates
21. Requesting and providing clarification	Listen to a debate and form appropriate questions	Observe aurally
22. Actively connecting new information to previously learned information	Gather data on a topic and present	Evaluate student's performance
23. Selecting different media to help understand language	Learn various types of media sources	Observe progress
24. Elaborating and extending other people's ideas and words	Create outlines from different texts	Assess outlines
25. Selecting, connecting and explaining information	Evaluate appropriate sources to use in research	Evaluate progress

	paper	
26. Using a variety of writing styles appropriate for different audiences, purposes, and settings	Write an opinion after reading a piece of literature	Evaluate writing
27. Focus attention selectively	Create a clear thesis statement	Evaluate thesis
28. Comparing and contrasting information	Compare and contrast two works of literature using all literary elements	Assess comparison
29. Gathering information orally and in writing	Continue work on a research paper	Evaluate paper
30. Using appropriate degree of formality with different audiences and settings	Write a friendly letter and business letter	Evaluate letters
31. Responding to the work of peers and others	Revise and edit peer writing	Assess progress
32. Understanding and producing technical vocabulary	Formulate a list of unknown words while reading	Evaluate vocabulary lists
33. Self-monitoring and self-evaluating language use	Write an essay and rewrite drafts	Evaluate writing

5. Student participation in related and extracurricular activities: The student will have various opportunities to develop and enhance his or her language skills. Freire will encourage participation in one or all of the following language-related services and extracurricular activities:

- a. The student will be eligible to receive peer tutoring from trained students on a regular basis.
- b. The student will be eligible to work on the school newspaper. The student will help write articles or engage in fact-finding research. The student will be able to practice writing in various formats
- c. The student will eligible to enroll in the school theater program. This class regularly performs plays, in which the student could work on his or her speaking and listening skills.
- d. The student will be eligible to enroll in the playwriting program. The class writes and edits its own plays. The student will have the opportunity to both work on his writing skills and develop his speaking skills in a cooperative learning environment.
- e. The student will also be eligible to try out for either the girls' or boys' basketball teams. This extracurricular activity will be another opportunity for the student to develop language skills in an informal setting.

6. Student Personnel Services: The student will have various support resources while attending Freire Charter School. These services include the following:

- a. **Counseling:** The student will have full access to a full-time counselor who is a certified family therapist.
- b. **Special Education:** The student will have full access to the Student Services Program. All special education needs are available through this program.

c. **Speech Therapist:** The student will have full access to a staff Speech Therapist.

d. **Advisor:** The student will also be assigned an advisor with whom the student will meet on a daily basis. The student will be able to seek help about academic or personal issues at this time.

7. Staff Development Related to the Program: Freire Charter School is committed to offering every LEP student the professional staff that the student needs to achieve his or her language goals. This staff includes the following:

a. **ESL/Bilingual Staff:** The student will receive ESL instruction from Dr. Kelly Davenport, Head of Freire Charter School, fluent in English, Spanish, and Portuguese; Mr. Brian Staley, Spanish and ESL teacher, fluent in English and Spanish; and Ms. Susan Westwood, Spanish teacher, fluent in English and Spanish.

b. **Content Area Staff:** The student will also attend daily classes in the

following subject areas staffed by certified teachers: Reading and Writing, History, Biology, Algebra, Geometry, Chemistry, Physics, and/or Spanish. The courses that the student attends will depend on both the student's needs and his or her grade level.

c. **Support Staff:** The student will also have access to any translator and/or tutor. Freire Charter School will provide for these services if the school cannot meet a student's specific language needs.

8. Community Planning: Freire Charter School will continue to maintain and develop its ESL program with the help of the following community resources:

a. **Program Planning:** As with all Freire programs, the school will encourage both parents and students to help develop the ESL program. Parents and guardians will have the opportunity to become members of the Parents and Friends of Freire Association (PFFA). The PFFA actively meets with parents and administers to discuss and revise school programs. Furthermore, Freire staff will provide information about area ESL programs and resources that the student can seek outside of school.

b. **Communication with Students' Homes:** As detailed in Part 2, each parent or guardian will be required to meet with school administrators upon the student's enrollment at Freire. The student's advisor will also contact the parent or guardian regularly. Any parent will also be able to contact the student's advisor on an as needed basis. Furthermore, every month the parent or guardian will receive a progress report completed by each of the student's teachers (both ESL and content area teachers). Teachers will also request an in-person meeting with the parent or guardian if needed. In addition, three times a year the parent or guardian will be required to attend parent-teacher conferences with each of the student's teachers. More frequent meetings will be available and encouraged.

c. **Program Advisory Committee or Existing Committee which includes ESL Stakeholders:** Freire Charter School will implement an ESL Advisory Committee made up of the following representatives: a student currently enrolled in the ESL program, the student's school advisor, a parent or guardian of a ESL student, a member of the ESL staff, a member of Freire's administration, and a member of the School Board. A certified translator will also be provided if

needed. The ESL Advisory Committee will discuss any concerns, suggestions, or problems that arise on an ad hoc basis.

d. **Complaint Resolution Process:** Any student, parent, or member of the Freire community may present a complaint at any time. Complaints either written or verbal will be directed to the ESL Advisory Committee. The committee will meet to address the complaint and institute a resolution that meets the student's academic and personal needs.

9. Program Evaluation Procedures: On an annual basis, ESL staff, student representatives, Freire administrators and the ESL Advisory Committee will meet to evaluate Freire's ESL program. This evaluation will be based on the following criteria: student performance, teacher evaluations, student evaluations, and any other issue relevant to the ESL program. If deemed necessary, the ESL Advisory Committee will be able to call for an evaluation at any time during the school year.

Graduation Requirements

Freire students are required to meet the following criteria in order to be eligible for graduation.

- Complete 24 credits over 4 years.

(Successful completion is indicated by a grade of 70% or higher.)

- 4 credits in Writing
 - 4 credits in Math
 - 4 credits in Science
 - 3 credits in Social Studies
 - 2 consecutive years of a foreign language.
 - 2 credits for participation in School Mentoring program, elective or program equivalent.
 - 5 credits in other academic areas (electives)
- Completion of all required standardized tests.
 - Successful completion of a year-long research project in the Senior Year, which culminates in a presentation in front of staff, community members and their peers.

The curriculum and instruction practices are being offered to prepare students to meet high school graduation requirements through the utilization of PA state standards in creating the curriculum. A solid curriculum that is based upon the principles of the state standards is helping prepare our students in successfully completing the specified requirements for graduation. Students are required to complete courses that are designed to complement the state standards. The courses are designed in conjunction with PA standards, standardized test data and specific student needs. Students are assessed based on how well they are able to perform the skills taught.

Curriculum is designed to help students develop, strengthen and utilize critical thinking skills. Required courses give students ongoing opportunities to apply and analyze content information. This application and analysis is developed across curricular areas that encourage constant practice of these skills. Individual content curriculum exploits the principles of the pedagogy including the importance of critical thinking and communicating significant knowledge in appropriate manners.

The use of these skills is practiced constantly throughout the 4 years of education. This past year was our fifth graduating class, where 96% of that class will go on to college in the Fall, with 77% of those attending college going on to a 4-year college or university.

Special Education

In addition to consulting the requested attached documents to understand Freire's special education services, or as we call them, Student Services, Freire employs the following instructional strategies for Special Education Students:

- Using alternative texts that are on students' reading levels
- Using graphic organizers
- Corrective feedback
- Outlining
- Mnemonics
- Chunking information
- Repetition
- Concept mapping
- Organizational strategies
- Modeling
- Coaching
- Scaffolding
- Fading
- Prompting
- Visual and verbal clues
- Manipulatives
- Summarizing
- Study guides
- Directions presented orally and in writing
- Study guides
- Summarizing
- Cooperative learning activities
- Concept connection to prior knowledge
- Use of analogies, similes and metaphors
- Taped lectures
- Using multiple examples
- Reteaching
- Guided and independent practice
- One-on-one attention
- Reflective discussions
- Paraphrasing
- Guided inquiry
- Extended time
- Small group instruction
- Peer grouping
- Computer programs
- Positive incentives

Special Education - Attachment

- Student Services Policy and Procedures

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Erin McNallen	1.00	Learning Support	Freire Charter School	23	Director of Student Services
Erin Miley	1.00	Learning Support	Freire Charter School	41	Special Education Administrator
Mindy Bilbee McDevitt	.25	Learning Support	Freire Charter School	2	Reading Specialist
William Porter	.25	Transitional Services and College Counseling	Freire Charter School	19	College Counselor
Kyle Horne	.25	Transitional Services and College Counseling	Freire Charter School	14	Assistant to College Counselor
Laura McGonigle	1.00	Transitional Services	Freire Charter School	39	Director of Transitional Services
Anna Davitt	1.00	Learning Support	Freire Charter School	23	Special Education Teacher
Vicki Rodney	.25	Learning Support	Freire Charter School	5	Special Education Teacher
Alphonse Pignataro	.25	Family Therapist	Freire Charter School	11	Counselor and therapist

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
Therapy Source	1.00	School Psychologist	Freire Charter School	13	Outsourced support
Therapy Source	.25	Speech and Language	Freire Charter School	4	Outsourced support

Special Education Program Profile - Chart III

Title	Location	FTE
Special Education Supervisor	Freire Charter School	1.00
LEA Representative	Freire Charter School	.25
Special Education Teacher	Freire Charter School	1.00
Special Education Teacher	Freire Charter School	1.00
Transitions Coordinator	Freire Charter School	1.00
Special Education Teacher	Freire Charter School	.25
Therapist	Freire Charter School	.25
Reading Specialist	Freire Charter School	.25

College Counselor	Freire Charter School	.25
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Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
OVR	Transitional Services	Total of 5 hours per year

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
N/A	No	No	No	No	No	No

Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
PSSA	No	No	Yes	No	No	Yes	No
Pre and Post In House Reading Test	No	No	Yes	Yes	No	No	No

Student Assessment

How these results influence development of new or revised annual measurable goals and targets

Freire's 2006-2007 PSSA scores indicated continued improvement in reading, writing, science and math skills for 8th and 11th grade students. As a result of these scores, the entire Freire faculty met in the late Fall of 2007 to discuss and eventually determine our performance goals on the PSSA's for the next three years. In the end, we decided on the following measurable goals for the year 2010-2011:

"By the end of the 2010-2011 school year, **all** grades (9th-11th) will be **90%** proficient or advanced in reading and writing and **60%** will be proficient or advanced in math. The 11th grade will be **50%** proficient in science."

If locally developed tests are used, discuss how they are used and what impact they have on the curriculum, student improvement, and decision making.

The only locally developed test Freire used this past year was the same one we always use- our internal test to measure students ability to read on grade level or not. It is a test we give at the beginning, and then again at the end, of 9th grade.

Results of the test tell us how each individual student reads, whether their strengths are decoding, comprehension, or both, as well as give us an idea of the type of reading class the student would most benefit from. For the 9th grade, then, each student takes a reading class to focus on his/her weak areas, with the goals of improving student's reading ability drastically by the end of the year. We have found over time that this test then is a fairly good predictor for success on other tests in house.

Please describe features of the student achievement plan and note the usage of teacher observations, surveys, portfolios or other local instruments to measure student progress.

Student progress is measured through a variety of techniques from standardized tests to narrative descriptions from teachers to portfolios and grade calculations. Student achievement is measured by a combination of performance on standardized tests and mastery of a minimum of 70% of the skills taught in each subject area. Subject area mastery is determined by a combination of internal assessment measures, including, but not limited to, traditional tests, portfolios, presentations, performances, projects, etc.

Describe the strategies and interventions that are in place to ensure that students who are at-risk of failure, or those not making reasonable progress, are being addressed. What opportunities are they afforded in order to help them succeed? Provide clear evidence that demonstrates how those strategies are proving to be effective in terms of improved academic performance.

In addition to the strategies described above regarding special education and Freire's child find procedures, there are other procedures/techniques in place to see that students who are at risk of failure are being helped to succeed. For one, Freire has an after school tutoring program. 8th and 9th graders are placed in groups of 3-4 students and one tutor twice a week, for 90 minutes each time. 10th-12th graders have other options. Peer tutors are trained and coached by the school's directors. They are available in every subject, after school and before school as well as during lunch and come at no expense to the students in need of help. In addition, all teachers are available for office hours. Parent, teacher, student meetings happen quarterly for any student who is failing two or more classes within that timeframe. Further, summer programs are required for all rising 9th grade students as a way to bolster their writing, study and organizational skills.

Student Assessment - Attachments

- PSSA statistics
- Internal Reading Posttest
- Comparing PSSA's from years prior

Teacher Evaluation

The main features of our evaluation plan are as follows:

- Evaluation is based on the characteristics of effective learning environments established by the school's leadership team (see Section III for more information on this).
- The document, see attachments, has four sections. Each section states the pedagogical ideals that will be assessed in that section.
- Each section meticulously sets forth the behavior that is being evaluated for each pedagogical ideal.
- Evaluators are expected to assess performance indicators as set forth in the teacher expectation section.
- Our assumption is that every teacher needs to grow. Therefore the evaluation is designed not only to track areas of needed growth but also show the growth that has taken place.

- The evaluation is also designed to help identify the specific areas from the pedagogy where the individuals excel.
- The evaluation is arranged in a way that sets forth clear performance indicators and helps define in terms of the pedagogy what classrooms should look like.
- The evaluation is written so that it is a mirror of the Pedagogical Vision and the instructional principles of the school.
- In order to assist the educator with identifying the areas of success, evaluators are expected to list strengths that were exhibited in the lesson that is being evaluated.
- In order to promote educator growth and reflective practice, evaluators are expected to identify weaknesses that are exhibited in the lesson that is being evaluated.
- Teachers are given the opportunity to express their opinion and agree or disagree with the evaluations.
- Evaluation is ongoing. All teachers are evaluated formally once per year.
- Informal evaluations are completed regularly. The purpose of these evaluations is to provide support and feedback for teachers. Informal evaluations are presented in the form of an anecdotal record, accompanied by the strengths and weakness analysis.
- Evaluations encourage reflective teaching practices.
- At the end of each school year, all teachers are expected to work in tandem with the leadership team to create a Personalized Performance Plan which outlines a course of action for addressing needed areas of growth for the coming school year.

List entities/individuals that are responsible for teacher and staff evaluation.

Specific individuals who evaluate staff are:

Kelly Davenport, Ed.D. Head of School - has PA principalship certification.

Erin Miley, Director of Learning - her PA principalship certification is complete once she takes PRAXIS leadership exam.

Beth Terry, Director of Academic Supports - is currently in school to become certified PA principal.

As a general overview, the evaluation process is as follows:

- The Director of Learning is responsible for carrying out the previously referenced observation process. The Director of Learning is responsible for observing, mentoring, and coaching.
- Informal observations occur as frequently as possible where feedback that is designed to help teacher with reflective teaching practice is provided afterward. Sometimes the Director of Learning uses an “anecdotal record” format to document what they see happening in the classroom from beginning to end of the lesson. This “anecdotal record” is then shared with the

teacher as way to help them see what the team leader sees as well as a spring board for further discussion and growth.

- The Director of Learning then formally evaluates any/all teachers up for contract renewal at least once per year.
- Students complete anonymous teacher evaluations.
- Formal evaluations become one of the pieces of data used for renewal of contracts and are used as the basis for developing annual Personalized Performance Plans.
- Head of School informally observes and supports Director of Learning on these tasks. Where extra help and support is needed, the Director of Academic Supports also steps in to help.

Describe professional development for the evaluators, particularly in the areas of special education and instructional techniques that are unique to the mission of the charter school and support student success.

Weekly meetings are held for teams of teachers (divided by grade level, and led by a peer, called a "collaboration leader"). During these meetings, the Director of Learning, in conjunction with the Student Services Office, help team leaders reflect on their own practices as well as help further their own training. In addition, all parties above attend professional development opportunities at PaTTAN. These trainings spanned from special education law to curricular ladder usage in the classroom and differentiated instruction to school-wide effective behavior techniques in addition to updates with special education. The Director of Learning supports the collaboration team leaders in any and all ways possible to serve the teachers.

Specifically, during collaboration team meetings, teachers are afforded the opportunity to discuss goals they have established for their teams, obstacles and challenges they encounter in the classroom, and pose questions/scenarios they would like help and support in handling. Collaboration teams act as the primary support mechanism for teachers to develop and refine their craft as teachers as well as to help each develop their leadership capacity.

All collaboration team leaders serve also as members of the Professional Learning Community team, a group of community stakeholders responsible for leading school reform efforts, and who meets regularly throughout the school year.

Teacher Evaluation - Attachments

- Teacher Evaluation Plan
- Pre Observation Form for Teacher Evaluation

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

At the Annual Meeting in June 2008, Tom Caramanico was re-elected president of the Board, Gerald Escovitz Vice President, Lenora Berson Secretary and Phil Marchese the Treasurer as well as Assistant Secretary. Ed Easton stepped down as the Executive Committee Member at Large (he also stepped off the board). David Bryant, a long standing member of the Freire board, became the Executive Committee Member at Large. He also chairs Freire's audit committee.

In addition to Ed Easton stepping down from the board, this year parent Margaree Harper also stepped off the board, as her son graduated on June 16, 2008.

The administration of the school remained unchanged and in tact throughout the year.

Board of Trustees

Name of Trustee	Office (if any)
Thomas Caramanico	President
Gerald Escovitz	Vice President
Phil Marchese	Treasurer
Lenora Berson	Secretary
Scott Solomon	N/A
David Bryant	Chair of Audit Committee, 5th Member of Exec. Comm.
Keisha Hudson	Chair of Fundraising Committee
Trina Singleton	N/A

Professional Development (Governance)

O'Donnell and Associates has worked in close contact with the Head of School and Board President to ensure that the Board of Trustees is current and maintains the law around issues regarding: the Sunshine Law, the Charter School Law in general, and Due Process. Mr. O'Donnell came to a board meeting for a training involving 9 new school governance policies as well as training on the Ethics Act, Open Records Act and the Sunshine Law on December 12, 2007.

Coordination of the Governance and Management of the School

The governance and management of the school is coordinated through the Executive Committee of the Board of Trustees. On this committee sit 5 board members as well as the Head of School for Freire. This committee meets every month and provides advice to the School concerning management and governance issues and makes recommendations to the Board. Additionally, the Board President and Vice President meet frequently with the Head of School to ensure all policies and procedures are being fulfilled and followed.

The Board has attended several events with School Reform Commission (SRC) members, attended an SRC meeting, and in addition, participated in charter task forces meetings chaired by an SRC member. Further, as part of our charter renewal this year, our Board President and Vice President met with officials from the Charter Office. Our Board President and Head of School then met with senior officers from the Charter School Office.

Coordination of the Governance and Management of the School - Attachment

- Board Meeting Dates for 2008

Community and Parent Engagement

Parents serve as board members. Also, regularly scheduled parent meetings are attended by board members. In addition, the administration of Freire puts out a newsletter to all Board members and staff. There is a second newsletter sent out quarterly to all Freire community members — including parents, students, community volunteers and mentors as well as board members. Each of these stakeholders is included in and invited to upcoming events as part of both newsletters. All board meetings are also published in advance on the Freire school calendar

sent home to all parents and in the Philadelphia Inquirer. Last, names and contact info. for all board members is posted clearly throughout the school building.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

As Freire's vision, resources and capacity grows and strengthens, so too must our fundraising efforts.

With a skilled, dedicated and hardworking development director having joined Freire's team in March 2007, Freire hit the ground running this past year with an eight-tier plan to raise \$150,000 in 2007-2008.

Freire's areas and plans for development included:

- **Soliciting Foundation Grants**

This development objective was to write grant proposals to both private and corporate foundations, soliciting major gifts for a variety of initiatives. Among these were: Peace Project, After-School Program, Technology, Math Program, etc.

This type of funding request takes approximately 3-6 months to be approved (depending on the foundation) and may require several cycles to be successful. However, Freire is sure to be successful in soliciting this type of funding and should see this as one of its principal sources of funding income.

- **Creating the Campaign for Freire among private donors**

To create the Campaign for Freire, the development office sent out a formal letter to our entire mailing list, contacts given to us by the Board of Directors, and other contacts established through our office asking for gifts from supporters of the school. These gifts varied in amount from a very small gift of \$20.00 to a very large donation of a couple thousand dollars.

- **Enlisting alumni to become an active role in Freire's funding**

To begin the process of enlisting the support of alumni, Freire's development office compiled a comprehensive and updated list of all of the alumni from Freire.

The idea is to eventually grow our alumni into a contributor base for our school. PLEASE NOTE: Freire, without solicitation, has already received a \$100.00 donation from an alum from our first graduating class!

- **Enlisting support from Freire's Board of Directors**

As always, a key element to the change in our upcoming fundraising pattern is to enlist the support of the Freire Board of Directors and to encourage all members to take an active part in the school's fundraising efforts. We need board members to help build new relationships with people who have the interest and means to support our organization.

All board members made a personal gift in 2007-2008. Many new business contacts have been established as well, for future development.

Hosting two large fundraising school events

1. Annual Bridge to Wisdom Reception (funding goal \$50,000)
2. Take Back the City

Freire's Annual Bridge to Wisdom Reception took place in April, 2008 and honored an individual who has gone above and beyond in supporting the advancement of the charter school movement in recent years - extending the arms of educational reform further with each effort. This year's honoree was Dwight Evans.

Freire's Take Back the City events occurred in the Fall of 2007. These events were designed and fully run by Freire's Student Government. With the escalation in violence across Our City, our students and development team worked together to find ways through this event to bring our students together with community leaders to talk about issues of crime, violence, drugs, weapons and education —these are issues that matter most to our kids—in a way that helps build partnerships, showcase our students as positive role models, and bring action-oriented thinking to all. Students from other schools, other races, and other walks of life were invited and took part.

- **Creating and maintaining newsletters, website and annual report for Freire**

Freire maintained its news letters for supporters throughout the year.

- **Enrolling the help and support of Government Relations Professionals**

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Fiscal Solvency Policies

Throughout most of the 2007-2008 school year, Freire maintained a \$350,000 line of credit with Citizen's Bank.

We maintain fiscal solvency by ensuring that we account on an accrual and a cash basis; we report to the Board monthly on both; and the Board Treasurer and Head of School work very closely to guide the finances of the school. In addition, our accounting firm Charter School Choice provides accurate and timely accounting for all our financial needs.

Accounting System

Freire's school accountant maintains the accounting records on Quick Books Pro. The records are maintained on a cash basis. Quarterly and monthly income statements are prepared and submitted to the Board of Trustees. These quarterly statements are approved of and presented by the Finance Committee of the Board. Freire's accounting practices comply with GAAP at all times.

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

- Preliminary Statement of Revenues and Expenses

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

Our auditor for the 2006-2007 school year was Yampolsky Mandeloff Silver and Ryan. They conducted the last audit for the year ending June 30, 2007. The audit for the year just ended, June 30, 2008 will again be conducted by Yampolsky Mandeloff Silver and Ryan. This audit is set to begin in July 2008 and end in September or October 2008. Because our fiscal year does not end until June 30th every year, it is not possible to include a copy of the 2007-2008 audit — it is only beginning now. The audit will be ready within the next 60 or so days, however.

As of Sept. 25, 2008: Our 0708 audit is still not complete. As soon as it is, I will include a copy here with this report.

Citations and follow-up actions for any State Audit Report

Freire has never been audited by the state auditor. We were, however, cited, again, by our auditing firm, for several of our employee files missing I-9's, W-4's, child abuse clearance and criminal background checks. Specifically, of the 25 employee files audited, Freire had 2 files without W4's; 4 without an I-9; 6 without child abuse clearances; and 6 without criminal background clearances. We are working aggressively to make sure this never happens again.

SECTION VII. FACILITY RESPONSIBILITIES

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

The only items the school purchased for the 2007-2008 were computers, computer carts, computer tables, desk chairs, and student desks and chairs. We also made improvements and updates to the main office in the basement.

Future Facility Plans and Other Capital Needs

The school plans to remain in its new space for many years to come. Additionally, we are beginning to gear up to acquire/own additional space, although this push has not officially begun.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

Freire Charter School is complying with safety requirements as set forth by the State and Federal Government. Monthly fire drills are held and each drill is evaluated by the crisis response team. In addition, one drill per year is observed and evaluated by local fire officials. The fire official's observations and recommendations are incorporated into the revisions of the fire safety plan and crisis management plans as they are updated. Fire and safety equipment are checked on a regular basis and replaced as needed.

Freire Charter School also holds shelter in place and lock down drills on a regular basis. These drills are evaluated and staff is apprised of the success of each drill. During evaluation the team carefully inspects each area of the plan and makes essential adjustments.

Freire Charter School trains staff on all emergency drill procedures and requires that they review this information on a periodic basis. Staff is also trained on how to act in a crisis situation and given step-by-step procedures that need to be followed in case of any school emergency. In addition to these trainings, the crisis management team is currently working on updating the Crisis Management plan. This update includes working with the Crisis Management team within the school and coordinating with local law enforcement agencies and community first responders. Freire Charter School administrators have attended several seminars during the current school

year on Crisis Management and Crisis response planning to enhance their understanding and knowledge of current trends in safety and crisis management. This team has also applied for an EMS grant from the federal government.

In order to protect the safety of students and staff, Freire Charter School is accessible by a single entry point. Each student, staff and visitor must pass through this entry, ensuring building security at all times. All visitors are required to sign-in and wear appropriate identification while in the building on school business.

Included in this report, Freire has included a copy of the Reimbursement and Report of School Health Services for 2007-2008 school year. The copy of this report serves as adequate proof that Freire Charter School has maintained adequate nursing and health services over the past year. As evidenced in the Reimbursement report, the school has contracted with an independent nursing service- Bayada Services -to provide health services for students and staff. In order to maintain health and immunization records the school has done the following:

- 1) Filed the school immunization report on Oct. 15th as required by the commonwealth.
 - a. Upon recommendation of Bayada, the school instituted an exclusion policy over the course of the year in order to obtain the missing immunization records.
 - b. Upon recommendation of Bayada, the school instituted an immunization compliance policy within the school admissions procedure.
 - c. The School with the assistance of Bayada continues to monitor all incoming students to assure that they have met the immunization requirements.
- 2) Each student's health record was updated and these updates included the following information:
 - a. Every student received the appropriate health screenings as required by the state. The results of the screenings were recorded in the health records for the student.
 - i. Each student's parent received the results of these screenings by a letter that was sent in a confidential mailing
 - ii. Students who needed additional vision assessments were notified by a letter that was sent in a confidential mailing.
 - b. Each student's height and weight were recorded and the BMI index was calculated and recorded for the health records.
 - i. Students whose BMI was above the 80th percentile were notified by a letter that was sent in a confidential mailing.
 - c. The school nurse sent out a health screening packet at the beginning of the year that required parents to identify any existing health conditions, medications or health needs of their child.
 - d. The school nurse sent out information packets that were designed for parents to identify health conditions that require students to be excluded from school including contagious or potentially contagious diseases.

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

- Request for Reimbursement
- Wellness Policy

Current School Insurance Coverage Policies and Programs

The school has the following insurance coverage: Director's and Officer's Liability , Educator's Professional liability, accident insurance, commercial package-business personal insurance for building and its contents, extra expense, general liability, computer equipment, crime, automobile, umbrella liability, workers compensation and Blue Cross Blue Shield. General coverage is held by The Hirshorn Company, 14 E. Highland Avenue, Philadelphia, PA.

Current School Insurance Coverage Policies and Programs - Attachment

- Acord Certification

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

Freire employed 44 professional staff members this past year. Of this number, 34 were returning from the year prior, and 42 remained for the entire 2006-2007 school year. For this coming year (2008-2009) we have one part time teacher leaving - all else will remain. Possible reasons for a high retention rate for those who are performing well could be: a) staff satisfaction with general climate and culture of the school; b) staff appreciative that state and local standardized tests do not determine everything we do as a school; c) staff appreciative of professional development and school governance.

60% of our staff was certified for the 07-08 school year. While this number is not in full compliance with the required 75%, this year we did reach clarity and agreement from our school district about how that percentage needs to be calculated. Up until this point, and for all prior years of filing this annual report, we calculated that number based solely on our understanding of how that number was calculated. This year we learned how to proceed so we are all on the same page for future years.

Quality of Teaching and Other Staff - Attachments

- PDE 414
- Evidence of filing ESPP

Student Enrollment

Parents and/or students may request an application by mail or they may pick one up at the school. The application consists of basic demographic information about both the parent and child. In addition, the application packet provides information on the school and its programming. Once this demographic information is submitted, names are randomly drawn by lottery until all available slots are filled. Acceptance letters are mailed to students who were drawn in the lottery. Although accepted, a student is not considered *enrolled* at Freire Charter School until they have submitted all of the following documents: final report cards, medical records, intent to enroll forms, and various contracts between Freire and the student and parent (ie, Student Code of Conduct.) Failure to submit this information in a timely fashion will result in that student forfeiting his/her placement. Students who are not drawn during a given lottery are eligible for any future lottery at Freire. In this way, we remain true to the original charter school law as well as to our own conviction and belief that Freire Charter School is a school for any and all students to succeed.

For a better understanding of our enrollment trends for the 2007-2008 school year, please consult the following chart:

2007-2008 Enrollment Data

	# of Students Enrolled	# of Students Who Left	# of Students Added	# of Students Returning	# of Students Repeating	End of the Year #'s	
	Sep-07	Jun-08					Jun-08
8th	3	0	0	0	0	3	3
9th	148	22	108	34	6	126	126
10th	112	8	28	80	4	104	104
11th	93	0	15	77	1	93	93
12th	79	4	5	74	0	75	75

Students who successfully complete the 9th grade are highly unlikely to leave the school. The greatest student turn-over exists during the 9th grade. Those students who opt to leave typically do so for a combination of the following reasons: they are reluctant to comply with the school's Code of Conduct or they find the curriculum uninteresting or too challenging for their expectations. Students in 10th-12th grades report staying at the school because they appreciate the nonviolent atmosphere that our community enforces and they value the commitment of the staff, the rigorous curriculum and having input in the governance of the school.

Transportation

In the 2007-2008 school year, we had two students who had transportation needs. For each student, transportation was arranged through the School District of Philadelphia's Transportation Department. Neither of these students receiving transportation services was for a special education student.

Food Service Program

Freire does not have a food services program. Our students are not interested in the programs offered. Several years ago, before the federal wellness and nutritional mandates were in effect, we had established a food services program for our students. But with the new federal mandates, that program was abolished, as apparently the food we were serving our students, while very appealing to them, was not meeting the nutritional guidelines.

Our students do not want to eat institutionalized, processed, served en masse food. They do not want to stand in line and have someone serve them cafeteria-style. They would rather not eat than eat that. It's always been that way. So for us to institute a program like that would be a waste of resources and time.

That said, if we could find a way to serve them prepackaged snacks, and food that did not feel like it was offensive to them, they would eat it right up. But now that our old provider can no longer provide that type of food, and since we have not been able to find an alternative that (a) meets our students interests and appetite and (b) fulfills all the federal mandates, we are left not serving anything.

Should we find a solution we are most interested in serving our students food!

Student Conduct

Describe your expectations for student behavior and discipline. Explain how your discipline policy complies with Chapters 12 of the Public School Code, particularly with respect to due process.

At Freire the community is committed to creating a safe environment. The ability to feel safe to explore, to make mistakes, and to learn is essential.

Creating and maintaining an orderly environment is one of the most important tasks of the Code of Conduct. In order for students to learn productively, a high-quality learning environment must be created and maintained at all times.

The mission of Freire Charter School is to provide a college preparatory learning environment with a focus on the individual avenues of problems solving, freedom, and critical thinking, and the collective values of nonviolence, safety, community and teamwork.

Every community member of Freire Charter School must exhibit proper behavior at all times while carrying out his/her duties in the community.

Freire's discipline policy complies with Chapter 12 and 13 of the Public School Code, particularly with respect to due process, in the following ways:

- All students and parents receive the proper notification;
- Informal hearings are held for every suspension;
- Formal hearings are held for any student recommended for expulsion;
- A neutral third party serves as the hearing examiner for these hearings and all proper procedures are followed during those hearings;
- The board votes during an open and public board meeting on whether or not to expel a student. At this meeting and before the vote takes place, the student and parent are invited to make comments;
- All notices and hearings comply with the Public School Code.

There were a total of 550 suspensions in the 2007-2008 school year given to 288 students. Broken down by quarters, in 1st Quarter we had 49 suspensions; 2nd Quarter 125; 3rd Quarter 233; and 4th Quarter 143. One student was expelled in the 2007-2008 school year for breaking the Nonviolence Policy.

Student Conduct - Attachment

- Code of Conduct

ASSURANCE FOR THE OPERATION OF CHARTER SCHOOL SERVICES AND PROGRAMS

School Year: 2008

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

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

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

Board President _____
Date

Chief Executive Officer _____
Date
2008 - 2009 Annual Report for Pennsylvania Charter Schools

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

SIGNATURE PAGE

Identify the charter school's Chief Executive Officer.

Name Kelly Davenport

Title Head of School

Phone 215.592.4252, ext. 1356

Fax 215.557.9051

E-mail kelly@freirecharterschool.org

Signature of the Chief Executive Officer and Date

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

Name Thomas Caramanico

Title President

Phone 215.592.4200

Fax 215.557.9051

E-mail tacaramanico@mccormicktaylor.com

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name Erin McNallen

Title Director of Student Services

Phone 215.557.8555, ext. 226

Fax 215.557.9051

E-mail erinmcnallen@freirecharterschool.org

Signature of the Special Education Contact Person and Date

Signature Page

Signature Page - Attachment

- Signature Page