

---

# Pennsylvania Department of Education

---



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

**Charter Annual Report**  
**Friday, October 15, 2010**  
**(Last Accepted: Friday, October 15, 2010)**

**Entity:** Sankofa Freedom Academy Charter School  
**Address:** 4256 Paul Street  
Philadelphia, PA 19124

# CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

## Summary Data Part I

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

**Name of School:** Sankofa Freedom Academy Charter School

**Date of Local Chartering School Board/PDE Approval:** February 18, 2009

**Length of Charter:** Three Years    **Opening Date:** September 10, 2009

**Grade Level:** K-4 plus 9 (ultimately k-12)    **Hours of Operation:** 8:15 am to 3:15 pm

**Percentage of Certified Staff:** 93%    **Total Instructional Staff:** 15

**Student/Teacher Ratio:** 27:1    **Student Waiting List:** 38

**Attendance Rate/Percentage:** 93%

## Summary Data Part II

Enrollment: 295 Per Pupil Subsidy: 8170

### Student Profile

---

---

American Indian/Alaskan Native:	0
Asian/Pacific Islander:	0
Black (Non-Hispanic):	265
Hispanic:	27
White (Non-Hispanic):	1
Multicultural:	2

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:  
81%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 18

### Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	0	0	179	179	0	179	537
Instructional Hours	0	0	1096	1096	0	1021	3213

---

## SECTION I. EXECUTIVE SUMMARY

### Educational Community

Sankofa Freedom Academy Charter School is a member of two major communities. First it is a member of the Frankford Community, an urban low income community in the city of Philadelphia. We have an average of 300 students (295), 81% of whom are eligible for free and reduced lunch. Approximately 70% of our students are from the Frankford / Northeast community. Frankford is an historic working class community that has many strengths and faces many challenges. The community is diverse with emerging immigrant populations from Africa and the Caribbean. It still contains working class European families, along with Latino, African American, and other people of African descent. Reflecting the diversity of the community, Sankofa Freedom Academy Charter School is approximately 90 percent Black/Non Latino with families coming from Nigeria, Gambia, Somalia, Jamaica, Haiti, Trinidad, and Cape

Verde. Sankofa also has Black and Non Black Latino children from Puerto Rico, Dominican Republic, Colombia and a few Anglo-American scholars making up the rest of the population.

Frankford has a viable commercial strip which serves the school and many of its families. It has a number of faith based institutions two of which have formed relationships with the school. Parents, most of whom are community members, are actively involved in the life of our immediate community.

Sankofa Freedom Academy also belongs to the larger Freedom Schools community. It is to that community that we are accountable for maintaining the integrity of our instructional and cultural model. The wider Philadelphia Freedom Schools family provides, material and human resources that encourage, advise, and partner with Sankofa to successfully establish the first public Freedom School based on the Philadelphia Freedom Schools model.

## **Mission**

**Sankofa Freedom Academy is a college preparatory K-12 freedom school, which builds on the Philadelphia Freedom Schools model to increase literacy and numeracy levels throughout the community while promoting respect for scholarship, servant leadership, conflict resolution, and cultural democracy. Through the use of African Centered and culturally responsive methodologies, Sankofa Freedom Academy Charter School seeks to close the excellence gap that persists between student performance and student potential. By employing liberatory pedagogical approaches, Sankofa Freedom Academy will build intergenerational learning communities in which each and every person is responsible to learn in order to teach, and teach in order to build a better world.**

## **Vision**

Using the essential components of the Philadelphia Freedom School model, Sankofa Freedom Academy will engender in its students, staff, and community a love for learning, respect for scholarship, pride in heritage and a commitment to personal and societal transformation. By operationalizing the adage, “each one / teach one”, Sankofa Freedom will build intergenerational learning communities in which each and every person is poised, prepared, and impassioned for the work of personal and societal transformation.

Just as the Freedom School movement has already influenced educational practice throughout the city of Philadelphia, Sankofa Freedom Academy Charter School (SFACS) will serve as an intergenerational model for urban teaching and learning. SFACS will improve student performance, heighten student engagement, transform teacher practice, strengthen families, contribute to developing communities, and prepare young people and their elders to use scholarship, culture, and activism to address local and global concerns. Graduates of Sankofa will be prepared to enter post secondary institutions of higher learning as life long teachers, learners, leaders, builders of healthy families and communities as well as local and global agents of change.

## Shared Values

Sankofa Freedom Academy is guided by the core beliefs that it shares with the Philadelphia Freedom Schools model. These core beliefs speak to the fundamental importance of socializing young people and families for freedom in the following characteristic ways:

**Purposeful and Rigorous Scholarship** — In keeping with an epistemology familiar to people of African descent, scholarship must be purposeful and must be used to add value to the human experience. Continuing the legacy of freedom fighters means believing in the importance of education and linking education to the liberation of all people. It means operating with the confidence that children of African descent and all children want to, can, and will learn when provided a meaningful purposeful, appropriate instruction, in a safe, loving, challenging environment in which knowledge production and relevant applications can happen.

**Cultural Continuance** — In order to properly socialize students to become fully actualized conscious, caring, contributing members of their communities, educators must combat the hegemonic domination of popular cultural trends (e.g. violence, individualism, materialism, consumerism, hedonism, white supremacy, misogyny). To resist, it is imperative that students be grounded in their own history, culture, and the best traditions of their people. Through developing pride in heritage and sense of purpose, scholars will be empowered to resist assimilation or enculturation by forces that are antithetical to the full actualization of their humanity.

**Cultural Democracy** — Cultural democracy is a framework that insures that each ethnic/cultural community in a diverse society has equal access to power and influence so that the concerns of each community will be addressed honestly, directly and under the terms set by the community itself. Cultural democracy makes sure that every community has a “voice” in what happens with the community and a “voice” in what happens for the whole society, insuring always that the cultural “voice” of the community is not de-valued because it is different from the Euro-American voice of power.

**Social Action:** Scholars must be equipped, empowered and impassioned to apply academic skills and the development of all critical literacies to addressing social, political, economic, and environmental conditions faced by scholars and their families, be they local or global.

**Intergenerational Egalitarian Teaching and Learning Community** —History, creativity, culture, innovation, tradition and energy are passed seamlessly and reciprocally from elders to youth and youth to elders. The wisdom of the elders and the exuberance of youth exist side-by-side in a fashion that facilitates the overall effectiveness of Sankofa Freedom Academy Charter Schools and fosters mutual respect for each others position in life. Sankofa Freedom Academy Charter School creates safe spaces to incubate and develop youth leadership, while insuring the transgenerational transmission of wisdom provided by the elders. This model of intergenerational leadership reconfigures dynamics in the classroom to create a more democratic dialogic environment, while maintaining the respect and authority of the adults (elders) in the community.

**Community Involvement** — Sankofa Freedom Academy Charter school values creating lasting and appropriate partnerships with community partners drawing on all strengths, expertise and resources available whether formal or informal. Thus, Sankofa Freedom Academy will create mechanisms for interaction, exchange, and shared decision making among and between members of the immediate Sankofa Freedom Academy family and the community at large. Sankofa Freedom Academy Charter School acknowledges the role of community members as key educators in the lives of children, as guardians of their respective cultures and as activists in addressing conditions within their environment. Just as Sankofa Freedom Academy values the expertise of its teachers as school based educators, community activists are valued as community based educators.

**Familial Involvement-** Sankofa Freedom Academy encourages education for the entire family and works to support the adults in continuing to provide what children and communities need to be successful. This is done by creating situations where families not only feel welcomed to participate but are provided numerous opportunities for involvement in the educational, social action, and Wazuri council of the school. Just as Sankofa Freedom Academy values the expertise of its teachers as school based educators, parents and other family members are valued as home based educators.

**Servant Leadership / Conflict Resolution:** Just as every student can and must learn, in the Freedom school model, every student must be equipped to teach and lead in order to establish safe and healthy relationships, families, communities, and societies characterized by peace and justice. The Sankofa Freedom Academy model builds servant leadership by engaging youth in reflection, leadership, conflict resolution, team building, and curriculum training. Sankofa Freedom Academy scholars and servant leaders are provided with continuous opportunities to mentor, teach, organize, lead, and experience themselves making a difference in the “real world” with “real people.” Continuing the legacy of their civil rights predecessors, present day freedom schools equip young people and adults with strategies for resolving problems non-violently, and through justice making eliminate the occasion for violence. This form of leadership training is especially critical as violence locally and globally threatens our continuance as a human family.

**Values- Based Socialization:** In order to meet the broader goals of socialization, Sankofa Freedom Academy adopts a culturally based value system that insures that the “Sankofa Freedom School Way” guides the behavior of staff, scholars, servant leaders, community members and parents. The Sankofa Freedom School Way operationalizes elements of traditional value systems as embodied in the ethical code of Nguzo Nane and the Kemetic Principles of Djehuty and Maat and will be inculcated through a system of rites, rituals, and responsibilities. The *Principles of Djehuty* govern habits of the mind and involve a devotion to scholarship. The Djehuty Pathway requires the pursuit, production, and application of knowledge in the letters, the sciences, and technologies for the purpose of re-creating a world governed by the Principles of Maat where no child, youth, and adult is left behind. In contrast, the *Principles of Maat* govern individual character development. Scholars, servant leaders and educator/activists will govern themselves in a manner that will consistent with the following virtues

- Order
  
- Balance
  
- Harmony
  
- Righteousness
  
- Truth
  
- Reciprocity

- Justice

These pivotal values are further reflected in a defined code of conduct known as the *Nguzo Name*, which governs community interaction and provides the foundation for building a healthy harmonious community. The Nguzo Name identifies eight essential Principles. They are: 1) Heshima (Respect), 2) Umoja (Unity), 3) Kujichagulia (Self-Determination), 4) Ujima (Collective Responsibility), 5) Ujamaa (Cooperative Economics), 6) Nia (Purpose), 7) Kuumba (Creativity) and 8) Imani (Faith).

## Academic Standards

The Sankofa Freedom Academy curriculum by design is thematic, interdisciplinary, culturally responsive, intergenerational and inquiry based. Literacy skills (reading, writing, speaking, and listening) are infused across the content areas. It is expected as scholars and servant leaders build capacities in these areas that they share what they have learned with their families and others in the Sankofa Freedom Academy community, in the Frankford neighborhood and beyond. In addition, consistent with the Sankofa Freedom Academy philosophy and the Philadelphia Freedom Schools Way, scholar/activists and servant leaders must consistently and continuously challenge themselves and challenge “the system” in order to build a better world. Thus, throughout each year scholar/activists and their high school servant leaders join with their facilitators, parents, elders, and members of the community to apply their collective knowledge to addressing local and global concerns.

### The Sankofa Curriculum: Summary by Subject

**Literacy / English / Language Arts** - The Sankofa Freedom Academy literacy program is a balanced approach which utilizes a variety of research based approaches including whole language, phonemic awareness, direct instruction, guided reading and writing. Consistent with the School District of Philadelphia, Harcourt Storytown will be used as foundational text in the lower grades. To support scholars who are struggling with literacy challenges, we are adopting the SRA Corrective Math and Corrective Reading Intervention Program. In year one, Sankofa Freedom Academy will sponsor a book drive to acquire books necessary to implement the Accelerated Reader program in year two. To enhance the literature program and insure that students see themselves in text, a variety of literature from African, Indigenous Americans, Caribbeans, and people of color will be integrated throughout the k-12 curriculum by utilizing Philadelphia Freedom Schools Curricular materials. In addition Measure- Up, PSSA COACH materials and Study Island will be used to strengthen student preparation for standardized measures of reading assessment. Elements of Literature will be used in the upper levels (6-12), along with Honors and AP English. Elements of Literature will be richly supplemented by a range of literature from throughout Africa and the Americas. In addition to the written word, Sankofa will focus on oration. This is evidenced by the annual Power of Nommo exhibition of oratory. Overall, the Sankofa Freedom Academy literacy program will sharply focus on writing, public speaking, and literary analysis, with special attention paid to literacy for civic and social engagement. Thus, Sankofa Freedom Academy will focus on the relationship between literacy and liberation. Most importantly, literacy at Sankofa Freedom is an intergenerational activity. Sankofa Freedom Academy will facilitate family-style small group purposeful reading with the use of high school literacy coaches who will be trained to work with lower school scholars. Through its community based intergenerational reading program, Sankofa will seek to raise literacy throughout the community through Community Literacy Celebrations, Training of Parents in literacy building techniques, intergenerational book clubs, Weekly Read-Aloud by guest readers from the community, and D.E.A.R. (Drop Everything and Read) time.

**Mathematics:** Sankofa Freedom Academy views the teaching of mathematics, particularly the mastery of Algebra during middle school as a civil rights concern. Thus, great emphasis is placed on building a strong mathematical foundation so that Sankofa Freedom Academy students can be successful in engaging mathematics at the highest levels. High school numeracy coaches will be engaged to work with lower school students through games, activities, music and “practice and repetition” to improve student math performance. Research shows this teaching method reinforces the learning of content. Accordingly high school numeracy coaches will strengthen their own mathematical foundation by training, designing, and teaching their lower school math mentees. Overall, the Sankofa math program will be highly interactive, hands-on and driven in k-5

by the use of Harcourt School Mathematics plus Sankofa Freedom Enhancements. Emphasis will be placed on building capacity in applications of higher mathematical content, mastery of math computation and concepts, logical reasoning, and problem solving. The middle year's program will culminate in Pre-Algebra given in 7<sup>th</sup> grade and Algebra in 8<sup>th</sup> grade. Training and materials from the Algebra Project will be utilized in conjunction with the use of a modified Math In Context published by Holt designed for districts who intend to begin Algebra in 8<sup>th</sup> grade. Honors classes will be offered in the upper grades. All students will be required to take four years of Mathematics. Both reading and writing will be a part of the Sankofa mathematics program. At various levels students will be required to write their mathographies, keep journals, create mathstories, and of course write to explain. Upper school students will read works such as Radical Equations: The Algebra Project (Moses & Cobb,) and Flatland (Abbot,). As a culturally responsive school, Sankofa Freedom Academy will insure that the contributions of Africans and other people of color will be infused throughout the curriculum and that the Ancient African and Asian origins of mathematics will be taught. Ancient systems of numeration and ancient math games will be included to enhance scholar understanding of key mathematical concepts. To boost student performance in standardized test measures, PSSA Coach, Accelerated Math materials along with Study Island software will be used.

**Science:** The K-12 science curriculum will promote scientific literacy, inquiry, and historical perspectives that will enable students to have a well rounded exposure to all scientific disciplines and the processes involved in the nature of science. The K-8 curriculum provides opportunities for students to gain understanding of scientific concepts and practices with increasing depth as the curriculum progresses. Each year students are exposed to several scientific disciplines with an emphasis on hands-on experiences. Students learn science by doing science. Not only will they learn the concepts but the processes, procedures and materials used by scientists. The breadth of exposure will provide the foundation for more focused scientific study in grades 9-12 and ensure that students are prepared to be successful on science assessments. The K-8 curriculum begins with hands on experiences for students based on the everyday experiences around them. As their skills increase they will incorporate more reading and writing into their everyday science learning. The 9-12 curricula provide a year of study focused on one discipline with hands on experiences that provide detailed understanding of the concepts and processes associated with that discipline. The curriculum for grades K-8 is supported by prepared curriculum materials and kits from several companies.

**Social Studies:** Consistent with the Philadelphia Freedom Schools philosophy, Sankofa Freedom Academy acknowledges a direct link between education and the acquisition of freedom, the eradication of oppression, the preservation of the earth, and the establishment of peace and justice globally. Thus the study of the social and political structures, the analysis of the Freedom narratives of diverse groups, and an exploration of diverse cultures and worldviews are at the core of the Sankofa Freedom Academy curriculum. Consistent with national standards, throughout the curriculum, students will be required to think chronologically, demonstrate historical comprehension, demonstration historical interpretation, and conduct historical research, demonstrate geographic awareness, interpret physical and political maps along with pertinent charts, graphs, timelines and other graphic representations of historical data. The role of culture and worldview are also key themes in the Sankofa Freedom Academy approach to social studies. Topics will be viewed through multiple lenses with the understanding that interpretation of the human narrative is shaped by the teller of the story. The Sankofa Freedom Academy Social Studies curriculum is shaped by thirteen essential questions of freedom. Teaching and learning social studies from k-12 will be experiential, involve action research as well as traditional forms of research. Each year will culminate in a multidisciplinary intergenerational service-learning or social justice project. Since Sankofa Freedom Academy mission is to develop agents of change locally and globally, students will travel, research, and provide servant leadership locally, state-wide, nationally, and in the senior year internationally. Thus Sankofa Freedom Academy scholars will be encouraged to see themselves as shapers of history not merely students of it. Sankofa Freedom Academy will use a variety of culturally responsive materials and curricular series including History Alive and Teaching Tolerance.

**Language:** The study of language is essential to an understanding of diverse cultures. Thus throughout and within the Sankofa Freedom Academy experience, scholars and servant leaders will be exposed to and engaged in speaking, listening, and writing from a range of linguistic traditions. In the lower school the study of Mdw Ntr, (hieroglyphs), Kiswahili, Language of Indigenous Americans, and the languages represented in the Frankford Community will be infused across content areas. Sankofa intends to tap into the wealth of resources within the diverse community of Frankford to insure that students gain exposure and develop the use of basic

phrases, words, and cultural expressions. Language will be offered each year of middle and high school, if only for half the year so that students will be able to have the continuity needed to master a second language. Scholars and servant leaders are expected to emerge from the study of World Language having learned to communicate in a language and having acquired an appreciation for other cultures, perspectives and worldviews, thus be able to make connections between language and the study of other disciplines.

**Health, Wellness, and Physical Education:** In keeping with the Pennsylvania Department of Education Local Wellness Policy, Sankofa Freedom Academy will promote student wellness through infusing concepts, processes, and skills for health education from k-12. Wellness literacies will be tied to liberatory action as scholars make connection between media, consumerism, nutrition, and socio-economic factors that continue to plague the communities of color in America. Although only two credits of health and physical education are required for graduation; health and wellness competencies will be integrated each year as a part of the Rites of Passage and Servant Leadership Socialization. Through these vehicles, community based health experts will be invited to work with the Sankofa Freedom Academy Community to decrease risk taking and unhealthy behaviors, assist servant leaders in life affirming decisions that will improve, sustain, and promote personal, family, and community health. Given the obesity crisis in America in general, and among African Americans and Latinos in particular; it is imperative that students be engaged in activities throughout their primary and secondary years. This will be accomplished at Sankofa Freedom Academy by rostering physical education every year k-12 either through participation in a sport or through traditional physical education classes. Similar to health competencies, physical education competencies will be a part of Rites of Passage and Servant Leader Socialization. Unlike in traditional school, participation in sports will not be for the elite. EVERY SERVANT LEADER WILL HAVE MANDATORY PARTICIPATION IN AT LEAST ONE SPORT in the freshman and sophomore years. Participation in a sport can replace physical education during a session. Besides building socialization skills with regard to team work, it is expected that Sankofa Freedom Academy scholars and servant leaders will establish routines and patterns of physical activity that will improve quality of life for them in the present and for a lifetime.

**Cultural Arts Seminars:** The arts will be infused throughout Sankofa Freedom Academy from kindergarten to 12<sup>th</sup> grade. Consistent with the Freedom Schools of the 60's, agents of change integrated the teaching and learning of essential literacies with cultural awareness so as to celebrate heritage and provide vehicles of expression for participants of "the movement." The freedom schools model incorporates literacy, social activism, with cultural continuance. Thus, utilizing the rich cultural arts institutions in Philadelphia, community based cultural programs, and the gifts and talents of cultural workers in the Sankofa Freedom Academy community and beyond, Sankofa Freedom Academy will infuse the arts in the classroom, school wide celebrations, service and social action, Harambee, and allthroughout the content areas. Cultural Arts will be offered throughout grades K-12 that will provide scholar activists and servant leader scholars opportunities to participate in dance, drama, visual arts, photography, music as cultural and political expression. Participation in one of these is mandatory in grades 6 — 12.

**Computer Technology:** The appropriate and effective use of technology is a critical literacy in today's world. As evidenced by the inclusion and infusion of technology at each grade level, Sankofa Freedom Academy takes seriously its responsibility to assist in closing the digital divide that exists among African Americans, Latinos, working-class whites, the elderly and their young white middle class counterparts. To insure that every year every student has access to technology, Sankofa Freedom Academy will establish computer labs which are available to facilitators and scholars on a rotating basis, as well as computer stations in each of the classrooms. To become technologically proficient, scholars must be able to apply developing technological skills across academic content and learn how to use technology as a tool for social change. Thus the focus at Sankofa Freedom Academy is "on learning by using technology, rather than learning about technology." As a result, only one computer programming course is set aside in the curriculum and even that course is to insure that everyone regardless of when they enter Sankofa Freedom Academy has the skills needed to complete projects requiring highly developed technological skills. While at Sankofa Freedom Academy, students will be expected to perform basic word processing, powerpoint, and spreadsheet programs using the computer. In addition, scholars will demonstrate knowledge of ethical, cultural and societal issues related to technology, and know how to use technology to do research, solve problems, and communicate internationally.

**Rites of Passage:** The Sankofa Freedom Academy Rites of Passage program is a multidisciplinary intergenerational program that will prepare students to transition from middle school to high school by engaging them in activities designed to more fully develop their character and enhance their capacities for leadership, decision making, team work and conflict resolution. These rites also cultivate the ethos of service and inspire students to contribute to their families and community. The program begins in the 6th grade year with a Rites of Separation ritual, which is done in partnership with their parents and siblings, as they are given over to the Sankofa Freedom Academy village to assist in their development. Scholar activists are then engaged in a two day outward bound experience designed to assist them in bonding as a cohort and providing opportunity for reflection and teamwork. The Rites of Passage curricula will be shaped by the Nguzo Nane, and will include units on Heshima (Respect, Unity (Family Relationships, Peer Pressure), Self-Determination (Decision Making), Collaboration (TeamWork / Resolving Conflict), Cooperative Economics (Consumer and Media Awareness), Purpose (Goal Setting and Career Exploration), Creativity (Applying artistic expression to building a better world) and Faith in the Future (Sustaining body, mind, and spirit to insure a brighter tomorrow). In the final rites of passage year, scholars will become Emerging Servant Leaders who will demonstrate the internalization of the Philadelphia Freedom Schools Way, the Nguzo Nane, highly developed literacy, numeracy, technology, and civic literacies to address a community concern

**Servant Leadership I-IV** — The Servant Leadership is the high school Sankofa Freedom Academy socialization program, in which students work to develop themselves as positive productive contributing members of their families, communities, and the world. The servant leadership course is designed to support high school servant leaders in building the skills needed to mentor, teach, train, organize, raise funds, challenge existing injustices, celebrate community strengths, continue life-affirming traditions, challenge unjust power arrangements and confront oppressive ideologies that might hinder the freedom experience. The high school servant leaders are trained as classroom literacy and numeracy coaches. They are also given leadership training that enables them to *train their replacements* thus insuring sustainability of the program, as well as hone general leadership skills that will enable them to be effective agents of change locally, nationally, and globally. By the end of the four years, servant leaders will have had opportunities to teach and address identified concerns within the Sankofa Freedom Academy Community, in after school programs, through Frankford based service projects, local and state based initiatives and finally an international service project. By the end of the Servant Leadership IV, Sankofa Freedom Academy servant leader scholars will be able to design and execute a culturally responsive, interactive and age appropriate lesson plan. Servant leader scholars should know a range of teaching and learning strategies that can engage groups of children who are at various stages of their development. As agents of change, servant leader scholars will be able to write grant proposals, mediate conflicts at school, home, and in the community, organize, facilitate, and record for a meeting, speak persuasively and poetically in public, formulate a position paper, policy platform statement, and press release. Servant Leaders should be able to participate fully in public discourse on a range of issues, should be able to offer and receive loving critique and demonstrate a sense of purpose and direction as they transition into college.

## **Strengths and Challenges**

Perhaps Sankofa Freedom Academy's greatest strength is that it is rooted in a community of practice that has been successful in motivating and transforming students, teachers, parents, and community members. Sankofa Freedom Academy was born out of the freedom schools movement. It is this country's first public year round freedom school. The fact that we are making history is a source of pride and motivation for our students, staff, parents, and community partners. The fact that Sankofa Freedom Academy grew out of an intergenerational movement of young people, parents, and elders who wanted their year round schooling to be more in line with the experience of schooling during the summer under the freedom school model, keeps staff, administration, and board members grounded. As this country's first public year round freedom school, Sankofa Freedom Academy Charter School is buoyed by the Freedom School philosophy and Africana value system which permeates all aspects of school life. This includes curriculum, pedagogy, school climate, parental involvement, and professional development. Guided by the virtues of Maat which include order, harmony, balance, righteousness, reciprocity, truth, and justice; Sankofa Freedom Academy Charter School has established an environment that is

physically, emotionally, intellectually, and spiritually safe for its students, staff, and parents. Another point of pride is the high school rites of passage program. The high school rites of passage provides an opportunity for families to focus on some of the socialization needs of students that often time pose barriers to academic success. Moreover, the school wide emphasis on servant leadership and intergenerational learning provides numerous opportunities for leadership development and create a sense of pride and purpose in the scholars, servant leaders, and staff.

Another strength of our school is the staff of Sankofa Freedom Academy. Most staff members are experienced veterans of either the Freedom School movement or other liberatory, progressive, and or culturally responsive educational initiatives. Thus, there is already a collective buy-in to the mission and vision of the institution. Slowly but surely we are fashioning and articulating a Sankofa Instructional model that is characterized by a seriousness about differentiated instruction, a commitment to data driven instruction, and a belief is striving for excellence in our praxis.

Sankofa Freedom Academy Charter School can also boast of an active Board of Trustees that contributes to the life of the school. One hundred percent of the Board members made financial contributions to the school this year. Board members have conducted professional development sessions with staff, taken leadership in community service projects, assisted with student activities, and connected us to organizations and political officials that have been helpful to our school. In particular, through our Vice-Chairperson, Steve Blackburn, we have forged a strong partnership with Carson Valley Children's Aid that enables us to provide free afterschool programming for our parents as well as an extended year Freedom School program.

Sankofa Freedom Academy Charter School feels blessed to have strong partnerships and stellar affiliations. It is especially helpful to be a part of a larger freedom school movement both locally and nationally. This provides both roots and wings for our school. It makes us accountable to a larger community of people who have dedicated their lives to human liberation through education and social action. As a result of our Freedom School partnership, most of our high school students have the benefit of participating in the Philadelphia Freedom School Junior Servant Leadership program which provides summer internships through the Philadelphia Youth Network and enables our high school students to continue their work as literacy and numeracy coaches for our elementary school children while developing their own literacy skills and historical awareness under the nurture of Dr. Greg Kimathi Carr, chairman of Howard's University Africana Studies Department.

Parental and Community involvement in the school is another special blessing. Sankofa Freedom Academy Charter School has been supported by parent and community volunteers who have become an integral part of the life of the school. This includes a retired businessperson who volunteers 3 days every week as a classroom assistant in our 4<sup>th</sup> grade nation of Zulu. Several parents volunteer in our main office on a daily basis. In addition, we have a cadre of morning circle parents who stay throughout our morning ceremony and participate in welcoming the children to school. In addition we have numerous parents who volunteer for trips, attend school wide events, and participant in our Wazazi Wazuri (our Council of Beautiful Parents). Moreover, sankofa is privileged to enjoy the active support and involvement of our Councilwoman Maria Q. Sanchez and State Representative Tony Payton.

Sankofa Freedom Academy is also strengthened by an organizational infrastructure that is instructionally centered. Of the 35 staff members, 30 participate in teaching on a daily basis,

either as instructional support specialists, lead facilitators, drop everything and teach partners, or tutors.

Perhaps the greatest strength of Sankofa Freedom Academy is the sense of family and conscious community that has been built. According to end of the year data collected from 9<sup>th</sup> grade servant leaders and parents, 95% of our 9<sup>th</sup> grade servant leaders surveyed indicated overwhelming satisfaction with their experience at Sankofa and spoke repeatedly about the sense of family and community they experience at our school. Parents also indicated a profound satisfaction with Sankofa Freedom Academy as indicated by the Parent Satisfaction Survey conducted at the end of the year. By year's end we had a parent population of approximately 220 (many families have multiple children at Sankofa). Of the 220 families, 108 surveys were returned. Of the surveys returned 93% of the parents expressed satisfaction with the education their children were receiving at Sankofa. Especially impressive was the sense of community and family parents expressed toward the school.

Challenges:

1. The preliminary results from the PSSA results indicate we have much to do to improve student performance in standardized measures. Only 38% of our 3rd and 4th grade scholars scored proficient and advanced in literacy. Only 32% scored proficient and advanced in mathematics. These results were especially disappointing because they were much lower than our Study Island benchmark tests. In addition, this is significantly lower than the average for the Philadelphia school district. We are clear that many of our students came to Sankofa because they were not having success in their prior schools. Thus, we must roll up our sleeves in 2010-2011 and intensify our efforts to move student scores. Especially troubling were the performance of our 3rd grade scholars in literacy and math. We also note that we have a growing special education population for which we must pay closer attention in assisting them in advancing toward proficiency. In order to address the aforementioned concerns we are taking the following steps:

- a. hiring a reading specialist to assist our leadership team in strategizing for greater success.
- b. hiring additional special education teacher for school year 2010-2011
- c. acquiring the 4-sight program to improve our benchmarking capacity
- d. instituting a Saturday program in October based on the results of the beginning of the year literacy and numeracy testing.
- e. creating a library of support materials for teachers by grade level and assessment anchor.
- f. convening a group of teachers and administrators to work toward producing a document that will provide greater alignment between the Philadelphia Core Curriculum, the Sankofa Freedom Enhancements, and the test prep materials that we will use next year.
- g. created a Sankofa Summer Academy as an extension of our Freedom School to support scholars who have been identified by their teachers as needing a summer intervention.
- h. implementing of the Accelerated Reading Program and Star Assessment system to provide greater feedback in the independent reading program.

2. Another major challenge facing Sankofa Freedom Academy Charter School is its facility. Upon receiving notice of our charter there was very little time to find a facility that could accommodate our growth pattern. In one year we have outgrown our facility. We are presently looking for another venue that could accommodate us for the next 8 to 10 years.

## SECTION II. STRATEGIC IMPROVEMENT PLANNING

### Strategic Planning Process

In order to gather information from various strands within our community numerous meetings have been conducted throughout the year with community partners, parents, staff, students and board members. Key in the data collection process was a retreat that was conducted in February with staff. This provided opportunity for staff to indicate areas of strength and challenges. In addition a leadership team was convened to collect data from the various constituency groups. The leadership team included the heads of Instruction, Operations, Technology Business, Socialization, and Parent Involvement. Each head met with their respective groups on an on-going basis to get feedback from their constituency group. Leaders of the Wazazi Wazuri (Council of Beautiful Parents) met monthly to articulate parent concerns to administration and plan Wazuri meetings and events. Meeting were held between student council representatives and the CEO to ascertain student concerns.

Surveys instruments were developed and administered to parents and students to get additional feedback on perceptions regarding the academic program and school climate. Most importantly, the Sankofa Freedom Academy Board of Trustees met throughout the year to provide oversight and feedback in preparation for our annual accounting to the state and chartering district.

### Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Abdullah, Umar Johnson	Sankofa Freedom Academy Charter School	Ed Specialist - School Psychologist	CEO
Akoma, Samia	Sankofa Freedom Academy	Parent	CEO
Bayard, Norman	Sankofa Freedom Academy Charter School	Administrator	CEO
Betty Blue	Blu-Hawk	Business Representative	CEO
Blackburn, Steven	Carson Valley Children's Aid Society/Sankofa Freedom Academy	Board Member	CEO
Blue, Cheryl	Philadelphia Freedom Schools	Community Representative	CEO/Founder
Brown, Nieka	Sankofa Freedom Academy Charter School	Elementary School Teacher	CEO
Carr, Greg Dr.	Howard University/ Philadelphia Freedom Schools	Other	CEO

Clark, Isa	Sankofa Freedom Academy	Administrator	CEO/Founder
Clark, Sulayman Dr.	Cheyney University	Other	CEO
Geraldine Newton	Sankofa Freedom Academy Charter School	Other	CEO
Holland, Stacy	Board of Trustees	Board Member	Board of Trustees
Holliday, Diane	Sankofa Freedom Academy	Board Member	CEO
Hopson, Brian	Sankofa Freedom Academy Charter School	Ed Specialist - Instructional Technology	CEO
Hurde, Rayon	Student Council	Administrator	Elected by Students
Imani, Ayesha	Sankofa Freedom Academy	Administrator	Board of Trustees
Kioko, Simon	Side Technology	Business Representative	CEO
Large, John Father	Materdolorosa Church	Community Representative	CEO
Lee, Janise	Sankofa Freedom Academy	Parent	CEO/Founder
Mickens, Kelli Sparrow	Sankofa Freedom Academy Charter School	Administrator	CEO/Founder
Morales-Williams, Erin	Temple University	Community Representative	CEO/Founder
Moyo, Kilolo	Sankofa Freedom Academy Charter School	Secondary School Teacher	CEO
Poindexter-Garcia, Ramona	Sankofa Freedom Academy Charter School	Other	CEO
Ramos, Giovanni	Student Council	Administrator	Elected
Rita Anderson	Sankofa Freedom Academy	Ed Specialist - School Nurse	CEO

Sharif, Rhonda	Barr Management Associates	Business Representative	CEO
Slater, Benjamin	Sankofa Freedom Academy Charter School	Special Education Representative	CEO

## Goals, Strategies and Activities

### **Goal: Africana and Culturally Responsive Pedagogy**

**Description:** Strengthening and deepening teacher understanding and implementation of African Centered and culturally responsive pedagogy as a way of improving academic performance of African American students. This is in keeping with the mission and vision of the school.

#### **Strategy: ASA professional development**

**Description:** SFACS will participate in quarter professional development sessions with other African Centered Schools across content areas.

#### **Activity: Workshop Series on African Centered Education**

**Description:** Series of workshops will be conducted on African Centered Education and other culturally responsive methodologies. These workshops will be conducted by renown experts such as Dr. Greg Carr, Dr. Ama Mazama, Dr. Molefi Asante, Dr. Ayesha Imani, and others to be identified.

Person Responsible	Timeline for Implementation	Resources
Imani, Ayesha	Start: 8/15/2009 Finish: 6/30/2012	-

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

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	4	35

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

Sankofa Freedom Academy Charter School	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved
---	---	----------

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
----------------------	-----------------------------	------------------------

Staff will learn the theories that are associated with African Centered Education and the why it is operationalized both as classroom practice and within the life of the school.

ACE and culturally responsive education has proven effective in research published by such educators as Lisa Delpit, Janice Hale, Gloria Ladson-Billings, Joyce King, and Geneva Gay.

*For classroom teachers, school counselors and education specialists:*

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

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

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

learning.

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

---

<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"><li>• Classroom teachers</li><li>• Principals / asst. principals</li><li>• School counselors</li><li>• Other educational specialists</li></ul>	<ul style="list-style-type: none"><li>• Early childhood (preK-grade 3)</li><li>• Elementary (grades 2-5)</li><li>• High school (grades 9-12)</li></ul>	<ul style="list-style-type: none"><li>• Reading, Writing, Speaking &amp; Listening</li><li>• Science and Technology</li><li>• Arts &amp; Humanities</li><li>• Civics and Government</li><li>• Environment and Ecology</li><li>• Health, Safety and Physical Education</li><li>• World Languages</li><li>• Mathematics</li><li>• History</li><li>• Career Education and Work</li><li>• Economics</li><li>• Geography</li></ul>

### **Follow-up Activities**

### **Evaluation Methods**

- 
- |   |   |
|---|---|
| <ul style="list-style-type: none"><li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li><li>• Analysis of student work, with administrator and/or peers</li><li>• Creating lessons to meet varied student learning styles</li><li>• Peer-to-peer lesson discussions</li><li>• Lesson modeling with mentoring</li><li>• Journaling and</li></ul> | <ul style="list-style-type: none"><li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li><li>• Student PSSA data</li><li>• Standardized student assessment data other than the PSSA</li><li>• Classroom student assessment data</li><li>• Participant survey</li><li>• Review of participant lesson plans</li><li>• Portfolio</li></ul> |
|---|---|

reflecting

**Status:** In Progress — Upcoming

## **Strategy: Mid-Year Retreats**

**Description:** Sankofa will establish annual mid-year retreats to reflect and improve collective practice institution wide

### **Activity: Book Talk**

**Description:** Staff members will be required to read, reflect, present, and be assessed on 2 books a year related to African Centered, social justice and/or culturally responsive pedagogy. Sessions will be lead by Dr. Greg Carr, JD, Ph.D in Africana Studies. Dr. Sulayman Clark will also lead a session on his book "The Rains". Dr. Ayesha Imani will also facilitate book talk debrief. Teachers will be required to make presentations and will be formally assessed on content of the books.

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Imani, Ayesha	Start: 8/15/2009 Finish: 6/30/2012	-

### **Professional Development Activity Information**

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
3.00	2	35

<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
Sankofa Freedom Academy Charter School	• School Entity	Approved

<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
Participants will deepen their knowledge and increase their capacity to apply the theories	Culturally responsive and African Centered Pedagogy has been supported by research conducted	<i>For classroom teachers, school counselors and</i>

of culturally responsive and/or African Centered pedagogy to teaching and learning in the classroom.

by such educators as Peter Murrell, Gloria Ladson-Billings, Lisa Delpit, Geneva Gay, Jacqueline Irvine, Asa Hilliard, Joyce King, Carol Lee, and many others.

*education specialists:*

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Empowers educators to work effectively with parents and community partners.

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

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

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

<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> <li>• School counselors</li> <li>• Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>• Early childhood (preK-grade 3)</li> <li>• Elementary (grades 2-5)</li> <li>• High school (grades 9-12)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading, Writing, Speaking &amp; Listening</li> <li>• Science and Technology</li> <li>• Arts &amp; Humanities</li> <li>• Civics and Government</li> <li>• Environment and Ecology</li> <li>• Health, Safety and Physical Education</li> <li>• World Languages</li> </ul>

- Kindergarten Early Learning Standards
- Mathematics
- History
- Career Education and Work
- Economics
- Family and Consumer Sciences
- Geography

### Follow-up Activities

### Evaluation Methods

- 
- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>• Analysis of student work, with administrator and/or peers</li> <li>• Creating lessons to meet varied student learning styles</li> <li>• Peer-to-peer lesson discussions</li> <li>• Lesson modeling with mentoring</li> <li>• Journaling and reflecting</li> </ul> | <ul style="list-style-type: none"> <li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>• Student PSSA data</li> <li>• Standardized student assessment data other than the PSSA</li> <li>• Classroom student assessment data</li> <li>• Participant survey</li> <li>• Review of participant lesson plans</li> <li>• Review of written reports summarizing instructional activity</li> <li>• Portfolio</li> </ul> |
|---|---|

**Status:** In Progress — Upcoming

### **Activity: Workshop Series on African Centered Education**

**Description:** Series of workshops will be conducted on African Centered Education and other culturally responsive methodologies. These workshops will be conducted by renown experts such

as Dr. Greg Carr, Dr. Ama Mazama, Dr. Molefi Asante, Dr. Ayesha Imani, and others to be identified.

Person Responsible	Timeline for Implementation	Resources
Imani, Ayesha	Start: 8/15/2009 Finish: 6/30/2012	-

### Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	4	35

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Sankofa Freedom Academy Charter School	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Staff will learn the theories that are associated with African Centered Education and the why it is operationalized both as classroom practice and within the life of the school.	ACE and culturally responsive education has proven effective in research published by such educators as Lisa Delpit, Janice Hale, Gloria Ladson-Billings, Joyce King, and Geneva Gay.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> <li>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.</li> </ul>

- Empowers educators to work effectively with parents and community partners.

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

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

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

<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> <li>• School counselors</li> <li>• Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>• Early childhood (preK-grade 3)</li> <li>• Elementary (grades 2-5)</li> <li>• High school (grades 9-12)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading, Writing, Speaking &amp; Listening</li> <li>• Science and Technology</li> <li>• Arts &amp; Humanities</li> <li>• Civics and Government</li> <li>• Environment and Ecology</li> <li>• Health, Safety and Physical Education</li> <li>• World Languages</li> <li>• Mathematics</li> <li>• History</li> <li>• Career Education and Work</li> <li>• Economics</li> <li>• Geography</li> </ul>

### **Follow-up Activities**

### **Evaluation Methods**

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

- 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
- PSSA
  - Classroom student assessment data
  - Participant survey
  - Review of participant lesson plans
  - Portfolio

**Status:** In Progress — Upcoming

**Strategy: Summer Institute Intensive**

**Description:** During the summer, SFACS will convene a institute designed to provide intensive staff development in key areas related to various aspects of instruction, mission and vision, school operations, technology, and assessment

**Activity: Workshop Series on African Centered Education**

**Description:** Series of workshops will be conducted on African Centered Education and other culturally responsive methodologies. These workshops will be conducted by renown experts such as Dr. Greg Carr, Dr. Ama Mazama, Dr. Molefi Asante, Dr. Ayesha Imani, and others to be identified.

Person Responsible	Timeline for Implementation	Resources
Imani, Ayesha	Start: 8/15/2009 Finish: 6/30/2012	-

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year

3.00

4

35

**Organization or Institution Name**

**Type of Provider**

**Provider's Department of Education Approval Status**

Sankofa Freedom Academy  
Charter School

- School Entity

Approved

**Knowledge and Skills**

**Research and Best Practices**

**Designed to Accomplish**

Staff will learn the theories that are associated with African Centered Education and the why it is operationalized both as classroom practice and within the life of the school.

ACE and culturally responsive education has proven effective in research published by such educators as Lisa Delpit, Janice Hale, Gloria Ladson-Billings, Joyce King, and Geneva Gay.

*For classroom teachers, school counselors and education specialists:*

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

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

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

learning.

### Educator Groups Which Will Participate in this Activity

---

<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"><li>• Classroom teachers</li><li>• Principals / asst. principals</li><li>• School counselors</li><li>• Other educational specialists</li></ul>	<ul style="list-style-type: none"><li>• Early childhood (preK-grade 3)</li><li>• Elementary (grades 2-5)</li><li>• High school (grades 9-12)</li></ul>	<ul style="list-style-type: none"><li>• Reading, Writing, Speaking &amp; Listening</li><li>• Science and Technology</li><li>• Arts &amp; Humanities</li><li>• Civics and Government</li><li>• Environment and Ecology</li><li>• Health, Safety and Physical Education</li><li>• World Languages</li><li>• Mathematics</li><li>• History</li><li>• Career Education and Work</li><li>• Economics</li><li>• Geography</li></ul>

### Follow-up Activities

### Evaluation Methods

- 
- |   |   |
|---|---|
| <ul style="list-style-type: none"><li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li><li>• Analysis of student work, with administrator and/or peers</li><li>• Creating lessons to meet varied student learning styles</li><li>• Peer-to-peer lesson discussions</li><li>• Lesson modeling with mentoring</li><li>• Journaling and</li></ul> | <ul style="list-style-type: none"><li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li><li>• Student PSSA data</li><li>• Standardized student assessment data other than the PSSA</li><li>• Classroom student assessment data</li><li>• Participant survey</li><li>• Review of participant lesson plans</li><li>• Portfolio</li></ul> |
|---|---|

reflecting

**Status:** In Progress — Upcoming

## **Goal: Assess for Success**

**Description:** SFACS will facilitate the empowerment of teachers to use multiple forms of assessment across content areas with frequency in order to inform instruction.

### **Strategy: Monthly Professional Development Half Days**

**Description:** Once a month, SFACS will dismiss early to provide on-going professional development

### **Activity: Access for Success**

**Description:** Series of workshops aimed at providing participants with skills in creating multiple forms of assessment. Workshops will also empower participants to develop and utilize differentiated modes of assessment for diverse learners. These workshops will be led by Dr. Ayesha Imani, Ph.D in Urban Education and Brian Hopson, Technology and Instructional Specialists.

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

Imani, Ayesha	Start: 8/20/2009 Finish: 2/8/2012	-
---------------	--------------------------------------	---

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

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
------------------------------------	---	--

2.00	1	30
------	---	----

<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
---	-------------------------	---

Sankofa Freedom Academy  
Charter School

- School Entity

Approved

**Knowledge and Skills**

**Research and Best Practices**

**Designed to Accomplish**

Build capacity in multiple forms and differentiated assessment

Research shows that children learn in diverse ways and have multiple intelligences. As a result they must be instructed and assessed with this variety in mind.

*For classroom teachers, school counselors and education specialists:*

- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

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

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

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

**Role**

**Grade Level**

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>• Classroom teachers</li><li>• Principals / asst. principals</li><li>• School counselors</li><li>• Other educational</li></ul> | <ul style="list-style-type: none"><li>• Early childhood (preK-grade 3)</li><li>• Middle (grades 6-8)</li><li>• Elementary (grades 2-5)</li></ul> |
|--|--|

specialists

- High school (grades 9-12)

**Follow-up Activities**

**Evaluation Methods**

- 
- |  |   |
|--|---|
| <ul style="list-style-type: none"><li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li><li>• Analysis of student work, with administrator and/or peers</li><li>• Creating lessons to meet varied student learning styles</li><li>• Peer-to-peer lesson discussions</li><li>• Lesson modeling with mentoring</li><li>• Journaling and reflecting</li></ul> | <ul style="list-style-type: none"><li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li><li>• Student PSSA data</li><li>• Standardized student assessment data other than the PSSA</li><li>• Classroom student assessment data</li><li>• Participant survey</li><li>• Review of participant lesson plans</li><li>• Portfolio</li></ul> |
|--|---|

**Status:** In Progress — Upcoming

**Activity: Interpreting the Data**

**Description:** These workshops will empower staff to interpret data provided by standardized test measures and develop action plans based on the data. Interpreting the data will be lead by Dr. Ayesha Imani and Brian Hopson, technology and instructional specialists.

**Person Responsible**

**Timeline for Implementation Resources**

---

Imani, Ayesha

Start: 3/15/2010  
Finish: 8/1/2013

-

## Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	2	40

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Sankofa Freedom Academy Charter School	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Participants will be empowered to interpret student performance standardized test data and create action plans for improving student performance in these measures.	Research supports the use of data to drive instruction as an effective tool in improving student performance on standardized measures and in designing differentiated instruction.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.</li> <li>Empowers educators to work effectively with <u>parents and community partners</u>.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff</li> </ul>

professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

### Educator Groups Which Will Participate in this Activity

Role	Grade Level
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> <li>• School counselors</li> <li>• Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>• Early childhood (preK-grade 3)</li> <li>• Middle (grades 6-8)</li> <li>• Elementary (grades 2-5)</li> <li>• High school (grades 9-12)</li> </ul>

### Follow-up Activities      Evaluation Methods

<ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>• Analysis of student work, with administrator and/or peers</li> <li>• Creating lessons to meet varied student learning styles</li> <li>• Peer-to-peer lesson discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>• Student PSSA data</li> <li>• Standardized student assessment data other than the PSSA</li> <li>• Classroom student assessment data</li> <li>• Participant survey</li> <li>• Review of participant lesson plans</li> <li>• Review of written reports summarizing instructional activity</li> </ul>
--	--

- Lesson modeling with mentoring
- Journaling and reflecting

**Status:** In Progress — Upcoming

### **Strategy: Summer Institute Intensive**

**Description:** During the summer, SFACS will convene a institute designed to provide intensive staff development in key areas related to various aspects of instruction, mission and vision, school operations, technology, and assessment

### **Activity: Study Island Professional Development**

**Description:** Staff will be provided with initial staff development from Study Island support specialists and will continue on going staff development from by the CEO and Technology Support Specialist.

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Hopson, Brian	Start: 9/1/2009 Finish: 7/31/2012	-

### **Professional Development Activity Information**

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
1.50	3	20

<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
Study Island and Sankofa Freedom Academy	<ul style="list-style-type: none"> <li>• School Entity</li> <li>• Company</li> </ul>	Approved

<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>

Educators will acquire skills in implementing assessment and benchmark system, using data to inform instruction, monitoring student progress through the use of data.

Study Island is a research based assessment system. Research indicates that instruction must be driven by data that emerges from assessment.

*For classroom teachers, school counselors and education specialists:*

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

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

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

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

<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> <li>• Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>• Early childhood (preK-grade 3)</li> <li>• Elementary (grades 2-5)</li> <li>• High school (grades 9-12)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading, Writing, Speaking &amp; Listening</li> <li>• Science and Technology</li> <li>• Mathematics</li> </ul>
<b>Follow-up Activities</b>	<b>Evaluation Methods</b>	
<ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson</li> </ul>	<ul style="list-style-type: none"> <li>• Student PSSA data</li> <li>• Standardized student assessment data other than the PSSA</li> </ul>	

- implementation outcomes, with involvement of administrator and/or peers
- Analysis of student work, with administrator and/or peers
- Participant survey
- Review of participant lesson plans
- Review of written reports summarizing instructional activity

**Status:** Complete

## ***Goal:* Building Critical Literacy Skills**

**Description:** Improve critical literacy skills through training in reading strategies across content areas

### ***Strategy:* Criterion Writing Evaluation Assessment**

**Description:** Acquire and implement criteria writing system for grades 4 and above.

### ***Activity:* Acquire and Implement the Criterion Writing Assessment System for all students 4 and above**

**Description:** The Criterion Writing System is a system that assesses and responds to a student writing.

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

---

Hopson, Brian	Start: 3/1/2010	\$5,400.00
	Finish: Ongoing	

**Status:** In Progress — Upcoming

### ***Strategy:* Mid-Year Retreats**

**Description:** Sankofa will establish annual mid-year retreats to reflect and improve collective practice institution wide

**Activity: Highly Effective Writing**

**Description:** Participants would be trained in the Highly Effective Writing model. Sessions will be led by Dr. Charles Palsley, a retired teacher from Bartram High School in Philadelphia.

Person Responsible	Timeline for Implementation	Resources
Imani, Ayesha	Start: 2/17/2010 Finish: 2/17/2010	-

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
0.00	0	0

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

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Participants will build capacity in the teaching of writing. Participants will also learn to improve their own writing.	Highly Effective Writing has been embraced as a best practice in Philadelphia, Schools that use these materials consistently report success in PSSA writing scores	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>• Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> <li>• Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for</li> </ul>

struggling students.

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

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

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

---

<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"><li>• Classroom teachers</li><li>• Principals / asst. principals</li><li>• School counselors</li><li>• Other educational specialists</li></ul>	<ul style="list-style-type: none"><li>• Early childhood (preK-grade 3)</li><li>• Middle (grades 6-8)</li><li>• Elementary (grades 2-5)</li><li>• High school (grades 9-12)</li></ul>	<ul style="list-style-type: none"><li>• Reading, Writing, Speaking &amp; Listening</li></ul>

### **Follow-up Activities**

### **Evaluation Methods**

- 
- |  |   |
|--|---|
| <ul style="list-style-type: none"><li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li><li>• Analysis of student work, with administrator and/or peers</li><li>• Journaling and</li></ul> | <ul style="list-style-type: none"><li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li><li>• Student PSSA data</li><li>• Standardized student assessment data other than the PSSA</li><li>• Classroom student assessment data</li><li>• Participant survey</li><li>• Review of participant lesson plans</li></ul> |
|--|---|

reflecting

**Status:** In Progress — Overdue

### **Strategy: Trainings by Textbook providers**

**Description:** SFACS will arrange for providers of curriculum materials to train staff members in the most effective use of materials.

### **Activity: Differentiated Instruction: Implementing Instruction for Diverse Learners**

**Description:** This workshop will feature techniques needed to implement a differentiated instruction program across content areas. Workshops will be conducted by Dr. Ayesha Imani, Ms. Nieka Brown, Sankofa Lead Teacher, Renee Burns, Reading Specialist.

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Imani, Ayesha	Start: 8/15/2009 Finish: 6/30/2012	-

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

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
3.00	2	25

<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
Sankofa Freedom Academy Charter School	<ul style="list-style-type: none"><li>School Entity</li></ul>	Approved

<b>Knowledge and Skills</b>	<b>Research and Best Practices Designed to Accomplish</b>	
Educators will build capacity in the implementation of differentiated instruction techniques and strategies	Both research and best practices support the need for the use of differentiated instruction as is evidenced by the inclusion of these	<i>For classroom teachers, school counselors and education specialists:</i> <ul style="list-style-type: none"><li>Increases the educator's</li></ul>

across content areas.

techniques in the various text that are aligned to our curriculum.

teaching skills based on research on effective practice, with attention given to interventions for struggling students.

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

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

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

---

<b>Role</b>	<b>Subject Area</b>
<ul style="list-style-type: none"><li>• Classroom teachers</li><li>• Other educational specialists</li></ul>	<ul style="list-style-type: none"><li>• Reading, Writing, Speaking &amp; Listening</li><li>• World Languages</li><li>• Kindergarten Early Learning Standards</li><li>• Mathematics</li></ul>

### **Follow-up Activities**

### **Evaluation Methods**

- 
- |   |   |
|---|---|
| <ul style="list-style-type: none"><li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li><li>• Analysis of student work, with administrator and/or peers</li><li>• Creating lessons to meet varied student learning styles</li><li>• Peer-to-peer lesson discussions</li></ul> | <ul style="list-style-type: none"><li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li><li>• Student PSSA data</li><li>• Standardized student assessment data other than the PSSA</li><li>• Classroom student assessment data</li><li>• Participant survey</li><li>• Review of participant lesson plans</li></ul> |
|---|---|

- Lesson modeling with mentoring
- Journaling and reflecting

**Status:** In Progress — Upcoming

## **Goal: Building critical numeracy skills**

**Description:** Improve student numeracy performance and build numeracy skills.

### **Strategy: Mid-Year Retreats**

**Description:** Sankofa will establish annual mid-year retreats to reflect and improve collective practice institution wide

### **Activity: D.R.E.A.M. TIME: Drop Everything and Mathematicize**

**Description:** This will be a yearly staff development designed to strengthen the capacity of the elementary and middle school teachers to engage children in culturally responsive numeracy skill building that is aligned to the PSSA anchors. Workshops will be conducted by Dr. Kimya Moyo, Ph.D in Math Education and Dr. Ayesha Imani, BS in Math Education, Ph.D in Urban Education

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Imani, Ayesha	Start: 8/17/2010 Finish: 8/20/2013	-

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

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
3.00	1	30

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

Sankofa Freedom Academy Charter School	<ul style="list-style-type: none"> <li data-bbox="646 302 850 336">• School Entity</li> </ul>	Approved
--	---	----------

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
----------------------	-----------------------------	------------------------

Participants will strengthen their capacity to assist scholars in building numeracy capacity using culturally responsive methodologies and real world applications.	Research supports the importance of improving numeracy performance of children of color.	<p data-bbox="922 516 1385 585"><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li data-bbox="971 627 1385 766">• Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> <li data-bbox="971 772 1385 974">• Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li data-bbox="971 980 1385 1188">• Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.</li> </ul>
---	--	--

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

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on

learning.

### Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"><li>• Classroom teachers</li><li>• Principals / asst. principals</li><li>• Other educational specialists</li></ul>	<ul style="list-style-type: none"><li>• Early childhood (preK-grade 3)</li><li>• Middle (grades 6-8)</li><li>• Elementary (grades 2-5)</li><li>• High school (grades 9-12)</li></ul>	<ul style="list-style-type: none"><li>• Kindergarten Early Learning Standards</li><li>• Mathematics</li></ul>

### Follow-up Activities

### Evaluation Methods

<ul style="list-style-type: none"><li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li><li>• Analysis of student work, with administrator and/or peers</li><li>• Creating lessons to meet varied student learning styles</li><li>• Peer-to-peer lesson discussions</li><li>• Lesson modeling with mentoring</li><li>• Journaling and reflecting</li></ul>	<ul style="list-style-type: none"><li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li><li>• Student PSSA data</li><li>• Standardized student assessment data other than the PSSA</li><li>• Classroom student assessment data</li><li>• Participant survey</li><li>• Review of participant lesson plans</li></ul>
--	---

**Status:** Not Started — Overdue

### **Strategy:** Summer Institute Intensive

**Description:** During the summer, SFACS will convene a institute designed to provide intensive

staff development in key areas related to various aspects of instruction, mission and vision, school operations, technology, and assessment

**Activity: D.R.E.A.M. TIME: Drop Everything and Mathematicize**

**Description:** This will be a yearly staff development designed to strengthen the capacity of the elementary and middle school teachers to engage children in culturally responsive numeracy skill building that is aligned to the PSSA anchors. Workshops will be conducted by Dr. Kimya Moyo, Ph.D in Math Education and Dr. Ayesha Imani, BS in Math Education, Ph.D in Urban Education

Person Responsible	Timeline for Implementation	Resources
Imani, Ayesha	Start: 8/17/2010 Finish: 8/20/2013	-

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	1	30

Organization or Institution Name	Type of Provider	Provider’s Department of Education Approval Status
Sankofa Freedom Academy Charter School	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Participants will strengthen their capacity to assist scholars in building numeracy capacity using culturally responsive methodologies and real world applications.	Research supports the importance of improving numeracy performance of children of color.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Enhances the educator’s <u>content knowledge</u> in the area of the educator’s certification or assignment.</li> <li>Increases the educator’s <u>teaching skills</u> based on research on effective practice, with attention given to</li> </ul>

interventions for struggling students.

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

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

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

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

<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> <li>• Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>• Early childhood (preK-grade 3)</li> <li>• Middle (grades 6-8)</li> <li>• Elementary (grades 2-5)</li> <li>• High school (grades 9-12)</li> </ul>	<ul style="list-style-type: none"> <li>• Kindergarten Early Learning Standards</li> <li>• Mathematics</li> </ul>
<b>Follow-up Activities</b>	<b>Evaluation Methods</b>	
<ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment,</li> </ul>	

- |   |   |
|---|---|
| <p>implementation outcomes, with involvement of administrator and/or peers</p> <ul style="list-style-type: none"> <li>• Analysis of student work, with administrator and/or peers</li> <li>• Creating lessons to meet varied student learning styles</li> <li>• Peer-to-peer lesson discussions</li> <li>• Lesson modeling with mentoring</li> <li>• Journaling and reflecting</li> </ul> | <p>instructional delivery and professionalism.</p> <ul style="list-style-type: none"> <li>• Student PSSA data</li> <li>• Standardized student assessment data other than the PSSA</li> <li>• Classroom student assessment data</li> <li>• Participant survey</li> <li>• Review of participant lesson plans</li> </ul> |
|---|---|

**Status:** Not Started — Overdue

**Activity: Study Island Professional Development**

**Description:** Staff will be provided with initial staff development from Study Island support specialists and will continue on going staff development from by the CEO and Technology Support Specialist.

Person Responsible	Timeline for Implementation	Resources
Hopson, Brian	Start: 9/1/2009 Finish: 7/31/2012	-

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.50	3	20

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

Study Island and Sankofa Freedom Academy	<ul style="list-style-type: none"> <li>School Entity</li> <li>Company</li> </ul>	Approved
--	--	----------

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
----------------------	-----------------------------	------------------------

Educators will acquire skills in implementing assessment and benchmark system, using data to inform instruction, monitoring student progress through the use of data.	Study Island is a research based assessment system. Research indicates that instruction must be driven by data that emerges from assessment.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.</li> </ul>
---	--	---

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

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

### Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> <li>Classroom teachers</li> <li>Principals / asst. principals</li> </ul>	<ul style="list-style-type: none"> <li>Early childhood (preK-grade 3)</li> <li>Elementary (grades</li> </ul>	<ul style="list-style-type: none"> <li>Reading, Writing, Speaking &amp; Listening</li> <li>Science and Technology</li> </ul>

- Other educational specialists
- 2-5)
- High school (grades 9-12)
- Mathematics

**Follow-up Activities**

**Evaluation Methods**

- 
- 
- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>• Analysis of student work, with administrator and/or peers</li> </ul> | <ul style="list-style-type: none"> <li>• Student PSSA data</li> <li>• Standardized student assessment data other than the PSSA</li> <li>• Participant survey</li> <li>• Review of participant lesson plans</li> <li>• Review of written reports summarizing instructional activity</li> </ul> |
|--|---|

**Status:** Complete

## ***Goal:* Communication Related Technologies**

**Description:** Sankofa will utilize a range of technologies to create more efficient and effective systems of internal and external communications in order to carry out its mission and vision

### ***Strategy:* Intra-staff communications**

**Description:** Sankofa will use technology to improve communication among all teachers, administrators, and support personnel.

### ***Activity:* Grade-Quick On-Line**

**Description:** Grade quick-online will be integrated into Administrator's Plus to facilitate teacher use of electronic gradebook system from home or off-site. administration during special events, off-site educational experiences, and for attendance monitoring. This training is to be done by our technology coordinator who has been trained by the Administrator's Plus organization.

### Person Responsible Timeline for Implementation Resources

---

Hopson, Brian	Start: 8/1/2010	\$4,200.00
	Finish: Ongoing	

**Status:** Not Started — Overdue

### **Activity: Network**

**Description:** Mandatory use of network computers for lesson plans, interim reports, and other school communications.

### Person Responsible Timeline for Implementation Resources

---

Hopson, Brian	Start: 9/1/2009	-
	Finish: Ongoing	

**Status:** Complete

### **Activity: Staff use of website and email**

**Description:** Staff will be trained and mandated to maintain communications through email and will share practices through web-site and network.

### Person Responsible Timeline for Implementation Resources

---

Imani, Ayesha	Start: 9/1/2009	-
	Finish: Ongoing	

**Status:** Complete

### **Strategy: School Website and Email**

**Description:** Sankofa will utilize a web site and email system to facilitate improved communications for all stakeholders.

**Activity: Develop and maintain email communications**

**Description:** Sankofa will maintain school wide email communications which include linking staff and board emails to site in 1st year and providing addresses to students by 3rd year.

**Person Responsible Timeline for Implementation Resources**

---

---

Hopson, Brian	Start: 9/1/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Activity: Fundraising for Website Hosting**

**Description:** Sankofa will continue to seek e-rate and other sources of funding to assist with cost associated with web site hosting.

**Person Responsible Timeline for Implementation Resources**

---

---

Hopson, Brian	Start: 9/1/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Activity: Maintain Internet Access**

**Description:** Sankofa will purchase and maintain internet access.

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

---

Hopson, Brian	Start: 9/1/2009	-
	Finish: Ongoing	

**Status:** Complete

### ***Activity: Maintain LAN***

**Description:** Sankofa will maintain a server based LAN to facilitate communication related technologies.

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

---

Hopson, Brian	Start: 9/1/2009	-
	Finish: Ongoing	

**Status:** Complete

### ***Activity: Maintain TeacherWeb***

**Description:** Sankofa will maintain and upgrade its new TeacherWeb site regularly to insure accurate up to date information.

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

---

Hopson, Brian	Start: 9/1/2009	-
	Finish: Ongoing	

**Status:** Complete

### ***Activity: Obtain Net-Op Filter***

**Description:** Sankofa will obtain Net-Op filter as required for e-rate eligibility.

**Person Responsible Timeline for Implementation Resources**

---

Hopson, Brian	Start: 9/1/2010	\$2,100.00
	Finish: Ongoing	

**Status:** Not Started — Overdue

**Activity: Teacher Web Professional development**

**Description:** Sankofa will partner with TeacherWeb to provide on-going professional development in order to maintain a highly functioning informative web site.

**Person Responsible Timeline for Implementation Resources**

---

Hopson, Brian	Start: 8/15/2009	-
	Finish: Ongoing	

**Status:** Complete

**Strategy: Telecommunications**

**Description:** Sankofa will improve its existing telephone system.

**Activity: Install PBVX system**

**Description:** Sankofa will install a telephone system with 4-6 lines, two of which are capable of long distance.

**Person Responsible Timeline for Implementation Resources**

---

Hopson, Brian	Start: 9/1/2009	\$19,500.00
	Finish: Ongoing	

**Status:** Complete

**Activity: PBVX Maintenance**

**Description:** Sankofa will maintain PBVX telecommunications system.

**Person Responsible Timeline for Implementation Resources**

---

---

Hopson, Brian	Start: 9/1/2009 Finish: Ongoing	\$3,600.00
---------------	------------------------------------	------------

**Status:** Complete

**Goal: Conflict Resolution and Peacekeeping**

**Description:** SFACS will find ways to decrease conflict and promote a peaceful and healthy school climate using a methodology that is consistent with the SFACS mission and vision.

**Strategy: Mid-Year Retreats**

**Description:** Sankofa will establish annual mid-year retreats to reflect and improve collective practice institution wide

**Activity: Pillars of Peace**

**Description:** Staff members and selected students will be trained in a culturally contextualized peace keeping/peacemaking/ conflict resolution series. These sessions will be conducted by Brian Hopson, Masters in African American Studies and 20 years veteran educator.

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Hopson, Brian	Start: 6/10/2010 Finish: 7/30/2013	-

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
-----------------------------	--	---

1.50	2	45
------	---	----

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

Sankofa Freedom Academy Charter School	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved
--	---	----------

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
----------------------	-----------------------------	------------------------

Participants will acquire skills for obtaining and maintaining a peaceful school environment.	It is well documented and well researched the peaceful resolution of conflict are important elements in maintaining a positive school climate. Researched based strategies will be used in the program.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.</li> </ul>
---	---	--

### Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> <li>Classroom teachers</li> <li>Principals / asst. principals</li> <li>School counselors</li> <li>Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>Early childhood (preK-grade 3)</li> <li>Middle (grades 6-8)</li> <li>Elementary (grades 2-5)</li> <li>High school (grades 9-12)</li> </ul>	<ul style="list-style-type: none"> <li>Health, Safety and Physical Education</li> </ul>

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

- 
- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>• Peer-to-peer lesson discussions</li> <li>• Lesson modeling with mentoring</li> <li>• Journaling and reflecting</li> </ul> | <ul style="list-style-type: none"> <li>• Participant survey</li> <li>• Review of participant lesson plans</li> <li>• Review of written reports summarizing instructional activity</li> </ul> |
|---|--|

**Status:** Not Started — Overdue

### **Strategy: Summer Institute Intensive**

**Description:** During the summer, SFACS will convene a institute designed to provide intensive staff development in key areas related to various aspects of instruction, mission and vision, school operations, technology, and assessment

### **Activity: Pillars of Peace**

**Description:** Staff members and selected students will be trained in a culturally contextualized peace keeping/peacemaking/ conflict resolution series. These sessions will be conducted by Brian Hopson, Masters in African American Studies and 20 years veteran educator.

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

---

Hopson, Brian	Start: 6/10/2010 Finish: 7/30/2013	-
---------------	---------------------------------------	---

### **Professional Development Activity Information**

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
------------------------------------	---	--

---

1.50

2

45

**Organization or Institution Name**

**Type of Provider**

**Provider's Department of Education Approval Status**

Sankofa Freedom Academy  
Charter School

- School Entity

Approved

**Knowledge and Skills**

**Research and Best Practices**

**Designed to Accomplish**

Participants will acquire skills for obtaining and maintaining a peaceful school environment.

It is well documented and well researched the peaceful resolution of conflict are important elements in maintaining a positive school climate. Researched based strategies will be used in the program.

*For classroom teachers, school counselors and education specialists:*

- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

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

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

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

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> <li>• School counselors</li> <li>• Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>• Early childhood (preK-grade 3)</li> <li>• Middle (grades 6-8)</li> <li>• Elementary (grades 2-5)</li> <li>• High school (grades 9-12)</li> </ul>	<ul style="list-style-type: none"> <li>• Health, Safety and Physical Education</li> </ul>

**Follow-up Activities**

**Evaluation Methods**

- Team development
- Participant survey

- and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Peer-to-peer lesson discussions
- Lesson modeling with mentoring
- Journaling and reflecting
- Review of participant lesson plans
- Review of written reports summarizing instructional activity

**Status:** Not Started — Overdue

## ***Goal: CPR***

**Description:** SFACS will provide CPR training for selected staff members on a rotating basis

### ***Strategy: In-service training by external organizations***

**Description:** SFACS will seek technical expertise of professionals in related fields for training

### ***Activity: CPR Training***

**Description:** Selected staff members will be provided with CPR training until all the staff has been rotated through over a 3 year period. This will be provided by the American Red Cross or a licensed certified CPR specialist.

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

Rita Anderson	Start: 5/28/2010 Finish: 8/1/2013	-
---------------	--------------------------------------	---

### **Professional Development Activity Information**

<b>Number of Hours Per</b>	<b>Total Number of Sessions</b>	<b>Estimated Number of Participants</b>
----------------------------	---------------------------------	---

Session	Per School Year	Per Year
2.00	1	15

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

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Life saving skills	State requires that our site have staff who are CPR trained.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Empowers educators to work effectively with <u>parents and community partners</u>.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.</li> <li>Instructs the leader in <u>managing resources</u> for effective results.</li> </ul>

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

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> <li>Classroom teachers</li> <li>Principals / asst. principals</li> <li>School counselors</li> <li>Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>Middle (grades 6-8)</li> <li>Elementary (grades 2-5)</li> <li>High school (grades 9-12)</li> </ul>	<ul style="list-style-type: none"> <li>Health, Safety and Physical Education</li> </ul>

Follow-up Activities	Evaluation Methods

- Lesson modeling with mentoring
- Participant survey

**Status:** In Progress — Upcoming

**Date**      **Comment**

---

9/29/2010 This has been set up by our school nurse and is planned to continue annually.

## **Goal: Differentiated Instruction**

**Description:** SFACS will facilitate the empowerment of teachers in delivering instruction on multiple levels in multiple modalities in order to address the needs of diverse learning from learning support to gifted.

### **Strategy: Mid-Year Retreats**

**Description:** Sankofa will establish annual mid-year retreats to reflect and improve collective practice institution wide

### **Activity: Differentiated Instruction: Implementing Instruction for Diverse Learners**

**Description:** This workshop will feature techniques needed to implement a differentiated instruction program across content areas. Workshops will be conducted by Dr. Ayesha Imani, Ms. Nieka Brown, Sankofa Lead Teacher, Renee Burns, Reading Specialist.

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

Imani, Ayesha	Start: 8/15/2009 Finish: 6/30/2012	-
---------------	---------------------------------------	---

### **Professional Development Activity Information**

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
------------------------------------	---	--

3.00 2 25

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

Sankofa Freedom Academy Charter School      • School Entity      Approved

**Knowledge and Skills**      **Research and Best Practices Designed to Accomplish**

Educators will build capacity in the implementation of differentiated instruction techniques and strategies across content areas.

Both research and best practices support the need for the use of differentiated instruction as is evidenced by the inclusion of these techniques in the various text that are aligned to our curriculum.

*For classroom teachers, school counselors and education specialists:*

- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

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

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

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

**Role**

- Classroom teachers
- Other educational specialists

**Subject Area**

- Reading, Writing, Speaking & Listening
- World Languages
- Kindergarten Early Learning Standards
- Mathematics

**Follow-up Activities**

- Team development and sharing of

**Evaluation Methods**

- Classroom observation focusing on factors such as planning and preparation, knowledge of content,

- 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
- pedagogy and standards, classroom environment, instructional delivery and professionalism.
  - Student PSSA data
  - Standardized student assessment data other than the PSSA
  - Classroom student assessment data
  - Participant survey
  - Review of participant lesson plans

**Status:** In Progress — Upcoming

**Strategy: Summer Institute Intensive**

**Description:** During the summer, SFACS will convene a institute designed to provide intensive staff development in key areas related to various aspects of instruction, mission and vision, school operations, technology, and assessment

**Activity: Differentiated Instruction: Implementing Instruction for Diverse Learners**

**Description:** This workshop will feature techniques needed to implement a differentiated instruction program across content areas. Workshops will be conducted by Dr. Ayesha Imani, Ms. Nieka Brown, Sankofa Lead Teacher, Renee Burns, Reading Specialist.

Person Responsible	Timeline for Implementation	Resources
Imani, Ayesha	Start: 8/15/2009 Finish: 6/30/2012	-

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	2	25
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Sankofa Freedom Academy Charter School	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Educators will build capacity in the implementation of differentiated instruction techniques and strategies across content areas.	Both research and best practices support the need for the use of differentiated instruction as is evidenced by the inclusion of these techniques in the various text that are aligned to our curriculum.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.</li> </ul>

### Educator Groups Which Will Participate in this Activity

Role	Subject Area
<ul style="list-style-type: none"> <li>Classroom teachers</li> <li>Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>Reading, Writing, Speaking &amp; Listening</li> <li>World Languages</li> <li>Kindergarten Early Learning Standards</li> <li>Mathematics</li> </ul>

## Follow-up Activities

## Evaluation Methods

- 
- |  |   |
|--|---|
| <ul style="list-style-type: none"><li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li><li>• Analysis of student work, with administrator and/or peers</li><li>• Creating lessons to meet varied student learning styles</li><li>• Peer-to-peer lesson discussions</li><li>• Lesson modeling with mentoring</li><li>• Journaling and reflecting</li></ul> | <ul style="list-style-type: none"><li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li><li>• Student PSSA data</li><li>• Standardized student assessment data other than the PSSA</li><li>• Classroom student assessment data</li><li>• Participant survey</li><li>• Review of participant lesson plans</li></ul> |
|--|---|

**Status:** In Progress — Upcoming

## ***Goal:* ELL**

**Description:** SFACS will be trained in providing appropriate instruction for ELL scholars and the establishment of ELL friendly environments

## ***Strategy:* Mid-Year Retreats**

**Description:** Sankofa will establish annual mid-year retreats to reflect and improve collective practice institution wide

***Activity:* Supporting ELL scholars: Creating A Successful inclusion/infusion model**

**Description:** Workshops will focus on providing tools to staff school wide staff to build spaces to support ELL students who are included in regular school classrooms and activities. Workshops will also provide strategies for infusing the home languages of children in to the classrooms.. Finally, workshops will empower the school community to establish an ELL friendly school wide environment. Sessions will be conducted by ELL specialist Dawn Moore.

Person Responsible	Timeline for Implementation	Resources
Imani, Ayesha	Start: 5/19/2010 Finish: 8/1/2013	-

### Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	0	0

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

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Participants will build capacity in supporting ELL. Participants will build capacity in creating a more school wide inclusive environment.	Best practice dictates involving all teachers in creating an ELL friendly environment instead of making ELL the sole responsibility of ELL staff.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that</li> </ul>

assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

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

### Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> <li>• School counselors</li> <li>• Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>• Early childhood (preK-grade 3)</li> <li>• Middle (grades 6-8)</li> <li>• Elementary (grades 2-5)</li> <li>• High school (grades 9-12)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading, Writing, Speaking &amp; Listening</li> <li>• Science and Technology</li> <li>• Arts &amp; Humanities</li> <li>• Civics and Government</li> <li>• Environment and Ecology</li> <li>• Health, Safety and Physical Education</li> <li>• World Languages</li> <li>• Kindergarten Early Learning Standards</li> <li>• Mathematics</li> <li>• History</li> <li>• Career Education and Work</li> <li>• Economics</li> <li>• Family and Consumer Sciences</li> <li>• Geography</li> </ul>

### Follow-up Activities

### Evaluation Methods

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

- 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
- Participant survey
- Review of participant lesson plans
- Review of written reports summarizing instructional activity
- Portfolio

**Status:** In Progress — Upcoming

**Strategy: Monthly Professional Development Half Days**

**Description:** Once a month, SFACS will dismiss early to provide on-going professional development

**Activity: Supporting ELL scholars: Creating A Successful inclusion/infusion model**

**Description:** Workshops will focus on providing tools to staff school wide staff to build spaces to support ELL students who are included in regular school classrooms and activities. Workshops will also provide strategies for infusing the home languages of children in to the classrooms.. Finally, workshops will empower the school community to establish an ELL friendly school wide environment. Sessions will be conducted by ELL specialist Dawn Moore.

Person Responsible	Timeline for Implementation	Resources
Imani, Ayesha	Start: 5/19/2010 Finish: 8/1/2013	-

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
-----------------------------	--	---

3.00

0

0

**Organization or Institution Name**

**Type of Provider**

**Provider's Department of Education Approval Status**

Sankofa Freedom Academy  
Charter School

- School Entity

Approved

**Knowledge and Skills**

**Research and Best Practices**

**Designed to Accomplish**

Participants will build capacity in supporting ELL. Participants will build capacity in creating a more school wide inclusive environment.

Best practice dictates involving all teachers in creating an ELL friendly environment instead of making ELL the sole responsibility of ELL staff.

*For classroom teachers, school counselors and education specialists:*

- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

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

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

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

**Role**

**Grade Level**

**Subject Area**

- Classroom teachers
- Principals / asst.

- Early childhood (preK-grade 3)

- Reading, Writing, Speaking & Listening

- principals
- School counselors
- Other educational specialists
- Middle (grades 6-8)
- Elementary (grades 2-5)
- High school (grades 9-12)
- Science and Technology
- Arts & Humanities
- Civics and Government
- Environment and Ecology
- Health, Safety and Physical Education
- World Languages
- Kindergarten Early Learning Standards
- Mathematics
- History
- Career Education and Work
- Economics
- Family and Consumer Sciences
- Geography

#### **Follow-up Activities**

#### **Evaluation Methods**

- 
- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>• Analysis of student work, with administrator and/or peers</li> <li>• Creating lessons to meet varied student learning styles</li> <li>• Peer-to-peer lesson discussions</li> <li>• Lesson modeling with mentoring</li> <li>• Journaling and reflecting</li> </ul> | <ul style="list-style-type: none"> <li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>• Student PSSA data</li> <li>• Standardized student assessment data other than the PSSA</li> <li>• Classroom student assessment data</li> <li>• Participant survey</li> <li>• Review of participant lesson plans</li> <li>• Review of written reports summarizing instructional activity</li> <li>• Portfolio</li> </ul> |
|---|---|

**Status:** In Progress — Upcoming

**Strategy:** Summer Institute Intensive

**Description:** During the summer, SFACS will convene a institute designed to provide intensive staff development in key areas related to various aspects of instruction, mission and vision, school operations, technology, and assessment

**Activity: Supporting ELL scholars: Creating A Successful inclusion/infusion model**

**Description:** Workshops will focus on providing tools to staff school wide staff to build spaces to support ELL students who are included in regular school classrooms and activities. Workshops will also provide strategies for infusing the home languages of children in to the classrooms.. Finally, workshops will empower the school community to establish an ELL friendly school wide environment. Sessions will be conducted by ELL specialist Dawn Moore.

Person Responsible	Timeline for Implementation	Resources
Imani, Ayesha	Start: 5/19/2010 Finish: 8/1/2013	-

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	0	0

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

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Participants will build capacity in supporting ELL. Participants will build capacity in creating a more school wide inclusive environment.	Best practice dictates involving all teachers in creating an ELL friendly environment instead of making ELL the sole responsibility of ELL staff.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling</li> </ul>

students.

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

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

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

---

<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"><li>• Classroom teachers</li><li>• Principals / asst. principals</li><li>• School counselors</li><li>• Other educational specialists</li></ul>	<ul style="list-style-type: none"><li>• Early childhood (preK-grade 3)</li><li>• Middle (grades 6-8)</li><li>• Elementary (grades 2-5)</li><li>• High school (grades 9-12)</li></ul>	<ul style="list-style-type: none"><li>• Reading, Writing, Speaking &amp; Listening</li><li>• Science and Technology</li><li>• Arts &amp; Humanities</li><li>• Civics and Government</li><li>• Environment and Ecology</li><li>• Health, Safety and Physical Education</li><li>• World Languages</li><li>• Kindergarten Early Learning Standards</li><li>• Mathematics</li><li>• History</li><li>• Career Education and Work</li><li>• Economics</li><li>• Family and Consumer Sciences</li><li>• Geography</li></ul>

**Follow-up Activities**

**Evaluation Methods**

---

- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Analysis of student work, with administrator and/or peers
- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussions
- Lesson modeling with mentoring
- Journaling and reflecting
- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
- Student PSSA data
- Standardized student assessment data other than the PSSA
- Classroom student assessment data
- Participant survey
- Review of participant lesson plans
- Review of written reports summarizing instructional activity
- Portfolio

**Status:** In Progress — Upcoming

## ***Goal: Freedom School Way***

**Description:** SFACS will insure that staff at large have clarity about the mission and vision of the school as it relates to the Freedom School model. Staff will be trained in the Freedom School Way.

## ***Strategy: Summer Institute Intensive***

**Description:** During the summer, SFACS will convene a institute designed to provide intensive staff development in key areas related to various aspects of instruction, mission and vision, school operations, technology, and assessment

## ***Activity: Harambee***

**Description:** Participants will be trained in the Harambee (Community Building Morning Routine)

using the Philadelphia Freedom School model. Training will be done by Kelli Sparrow Mickens former training administrator of Philadelphia Freedom Schools, Isa Clark, Freedom Schools Project Director, and Brandon Coley, CDF National Ella Baker Trainer, all of whom are on the Sankofa Staff

Person Responsible	Timeline for Implementation	Resources
Clark, Isa	Start: 8/24/2009 Finish: 8/22/2011	-

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	1	40

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

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Participants will learn how to lead energy children and excite them about literacy through Harambee	REsearch supports the relationship between the affective and the academic. Schools must build protocols, rituals, and routine to establish a climate that supports learning	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on</li> </ul>

learning.

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

---

<b>Role</b>	<b>Grade Level</b>
<ul style="list-style-type: none"><li>• Classroom teachers</li><li>• Principals / asst. principals</li><li>• School counselors</li><li>• Other educational specialists</li></ul>	<ul style="list-style-type: none"><li>• Early childhood (preK-grade 3)</li><li>• Middle (grades 6-8)</li><li>• Elementary (grades 2-5)</li><li>• High school (grades 9-12)</li></ul>

---

<b>Follow-up Activities</b>	<b>Evaluation Methods</b>
<ul style="list-style-type: none"><li>• Journaling and reflecting</li></ul>	<ul style="list-style-type: none"><li>• Participant survey</li></ul>

**Status:** In Progress — Upcoming

## ***Goal:* Growth through participation with colleagues locally, regionally, and nationally**

**Description:** Professional staff will grow through exposure to colleagues and educators beyond the school community.

### ***Strategy:* Attend out of school professional development events**

**Description:** Staff will be encouraged yearly to attend a conference, workshop, or training outside of our immediate school community.

### ***Activity:* Select and attend one professional development event outside of school**

**Description:** Facilitate attendance at professional conferences including National Association of Black School Educators, Challenging the Genius, Charter School Conference, BAEO (Black Alliance for Educational Options), PaTan workshops in Progress Monitoring and other aspects of special education. (Provider must be approved!)

Person Responsible	Timeline for Implementation	Resources
Imani, Ayesha	Start: 8/17/2009 Finish: 8/22/2011	-

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
5.00	1	40

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
To Be Determined	<ul style="list-style-type: none"> <li>• School Entity</li> <li>• College</li> <li>• Non-profit organization</li> <li>• Intermediate Unit</li> <li>• Association</li> </ul>	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Skills will be determined by selection	Research supports the importance of teachers having opportunities to reflect and collaborate with their peers and colleagues.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>• Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> <li>• Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>• Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.</li> <li>• Empowers educators to work</li> </ul>

effectively with parents and community partners.

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

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

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

---

<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"><li>• Classroom teachers</li><li>• Principals / asst. principals</li><li>• School counselors</li><li>• Other educational specialists</li></ul>	<ul style="list-style-type: none"><li>• Early childhood (preK-grade 3)</li><li>• Middle (grades 6-8)</li><li>• Elementary (grades 2-5)</li><li>• High school (grades 9-12)</li></ul>	<ul style="list-style-type: none"><li>• Reading, Writing, Speaking &amp; Listening</li><li>• Science and Technology</li><li>• Arts &amp; Humanities</li><li>• Civics and Government</li><li>• Environment and Ecology</li><li>• Health, Safety and Physical Education</li><li>• World Languages</li><li>• Kindergarten Early Learning Standards</li><li>• Mathematics</li><li>• History</li></ul>

- Career Education and Work
- Economics
- Family and Consumer Sciences
- Geography

### Follow-up Activities

### Evaluation Methods

- 
- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>• Analysis of student work, with administrator and/or peers</li> <li>• Peer-to-peer lesson discussions</li> <li>• Lesson modeling with mentoring</li> <li>• Journaling and reflecting</li> </ul> | <ul style="list-style-type: none"> <li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>• Student PSSA data</li> <li>• Standardized student assessment data other than the PSSA</li> <li>• Classroom student assessment data</li> <li>• Participant survey</li> <li>• Review of participant lesson plans</li> <li>• Review of written reports summarizing instructional activity</li> </ul> |
|--|--|

**Status:** In Progress — Upcoming

## ***Goal:* Health and Wellness**

**Description:** SFACS will improve health and wellness awareness and practices for staff, students, and parents.

### ***Strategy:* Monthly Professional Development Half Days**

**Description:** Once a month, SFACS will dismiss early to provide on-going professional development

### ***Activity:* CPR Training**

**Description:** Selected staff members will be provided with CPR training until all the staff has been rotated through over a 3 year period. This will be provided by the American Red Cross or a licensed certified CPR specialist.

**Person Responsible      Timeline for Implementation      Resources**

---

Rita Anderson	Start: 5/28/2010 Finish: 8/1/2013	-
---------------	--------------------------------------	---

**Professional Development Activity Information**

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
------------------------------------	---	--

---

2.00	1	15
------	---	----

<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
---	-------------------------	---

---

American Red Cross	<ul style="list-style-type: none"> <li>• Non-profit organization</li> </ul>	Approved
--------------------	---	----------

<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
-----------------------------	------------------------------------	-------------------------------

---

Life saving skills	State requires that our site have staff who are CPR trained.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>• Empowers educators to work effectively with <u>parents and community partners</u>.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>• Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.</li> <li>• Instructs the leader in <u>managing resources</u> for effective results.</li> </ul>
--------------------	--	---

## Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"><li>• Classroom teachers</li><li>• Principals / asst. principals</li><li>• School counselors</li><li>• Other educational specialists</li></ul>	<ul style="list-style-type: none"><li>• Middle (grades 6-8)</li><li>• Elementary (grades 2-5)</li><li>• High school (grades 9-12)</li></ul>	<ul style="list-style-type: none"><li>• Health, Safety and Physical Education</li></ul>
Follow-up Activities	Evaluation Methods	
<ul style="list-style-type: none"><li>• Lesson modeling with mentoring</li></ul>	<ul style="list-style-type: none"><li>• Participant survey</li></ul>	

**Status:** In Progress — Upcoming

Date	Comment
------	---------

9/29/2010	This has been set up by our school nurse and is planned to continue annually.
-----------	---

## **Goal: Holistic Student Support**

**Description:** SFACS will apply an holistic approach to supporting its students and will prepare the staff to do the same.

### **Strategy: Mid-Year Retreats**

**Description:** Sankofa will establish annual mid-year retreats to reflect and improve collective practice institution wide

### **Activity: Partnering with Parents**

**Description:** This workshop will focus on effective ways of communicating with parents to insure a successful collaboration that will contribute to the success of the child. These workshops will be conducted by Sis. Kelli Sparrow Mickens, Director of Family Services and an MSW

Person Responsible	Timeline for Implementation	Resources
Mickens, Kelli Sparrow	Start: 8/19/2009 Finish: 8/17/2011	-

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	1	40

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Sankofa Freedom Academy Charter School	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Participants will build capacity in communicating effectively with parents.	Research suggest the importance of building and maintaining effective communication as a key to student success	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Empowers educators to work effectively with <u>parents and community partners</u>.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.</li> <li>Instructs the leader in <u>managing resources</u> for effective results.</li> </ul>

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

---

Role	Grade Level
<ul style="list-style-type: none"> <li>Classroom teachers</li> <li>Principals / asst. principals</li> <li>School counselors</li> <li>Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>Early childhood (preK-grade 3)</li> <li>Middle (grades 6-8)</li> <li>Elementary (grades 2-5)</li> <li>High school (grades 9-12)</li> </ul>

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> <li>Journaling and reflecting</li> <li>Parent Conferences</li> </ul>	<ul style="list-style-type: none"> <li>Participant survey</li> <li>Review of written reports summarizing instructional activity</li> </ul>

**Status:** In Progress — Upcoming

### **Activity: Pillars of Peace**

**Description:** Staff members and selected students will be trained in a culturally contextualized peace keeping/peacemaking/ conflict resolution series. These sessions will be conducted by Brian Hopson, Masters in African American Studies and 20 years veteran educator.

Person Responsible	Timeline for Implementation	Resources
Hopson, Brian	Start: 6/10/2010 Finish: 7/30/2013	-

### **Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.50	2	45
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Sankofa Freedom Academy Charter School	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
----------------------	-----------------------------	------------------------

Participants will acquire skills for obtaining and maintaining a peaceful school environment.

It is well documented and well researched the peaceful resolution of conflict are important elements in maintaining a positive school climate. Researched based strategies will be used in the program.

*For classroom teachers, school counselors and education specialists:*

- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

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

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

### Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> <li>Classroom teachers</li> <li>Principals / asst. principals</li> <li>School counselors</li> <li>Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>Early childhood (preK-grade 3)</li> <li>Middle (grades 6-8)</li> <li>Elementary (grades 2-5)</li> <li>High school (grades 9-12)</li> </ul>	<ul style="list-style-type: none"> <li>Health, Safety and Physical Education</li> </ul>

### Follow-up Activities

### Evaluation Methods

- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Peer-to-peer lesson

- Participant survey
- Review of participant lesson plans
- Review of written reports summarizing instructional activity

- discussions
- Lesson modeling with mentoring
- Journaling and reflecting

**Status:** Not Started — Overdue

### **Activity: Rites of Passage Training**

**Description:** Participants would be trained in conducting character development, decision making, career awareness, and identity formation workshops in order to facilitate the holistic development of our servant leader scholars. These workshops will be conducted by Kelli Sparrow Mickens (MSW) and Norman Bayard (Masters African American Studies),

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Bayard, Norman	Start: 2/8/2010 Finish: 2/20/2012	-

### **Professional Development Activity Information**

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
0.00	0	0

<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
Sankofa Freedom Academy Charter School	• School Entity	Approved

<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
Educators will build capacity in conducting character building, identity formation, conflict resolution,	Research supports that we must pay attention to the holistic needs of	<i>For classroom teachers, school counselors and education</i>

ethics/moral decision making..

children.

*specialists:*

- Empowers educators to work effectively with parents and community partners.

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

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

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

<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"><li>• Classroom teachers</li><li>• Principals / asst. principals</li><li>• School counselors</li><li>• Other educational specialists</li></ul>	<ul style="list-style-type: none"><li>• Middle (grades 6-8)</li><li>• High school (grades 9-12)</li></ul>	<ul style="list-style-type: none"><li>• Civics and Government</li><li>• Health, Safety and Physical Education</li></ul>

### **Follow-up Activities**

### **Evaluation Methods**

- |  |   |
|--|---|
| <ul style="list-style-type: none"><li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li><li>• Analysis of student work, with administrator and/or peers</li><li>• Creating lessons to meet varied student learning styles</li><li>• Peer-to-peer lesson discussions</li><li>• Lesson modeling with mentoring</li><li>• Journaling and reflecting</li></ul> | <ul style="list-style-type: none"><li>• Participant survey</li><li>• Review of written reports summarizing instructional activity</li></ul> |
|--|---|

**Status:** In Progress — Upcoming

## **Goal: Management and Coordination of Data**

**Description:** Sankofa will establish an effective system for the organization, alignment, and coordination of student data in order to comply with various local, state, and federal mandates

### **Strategy: Administrators Plus Data Management System**

**Description:** Sankofa will establish Administrators Plus as its school wide data management system.

#### **Activity: Admin Plus support and training**

**Description:** Selected staff will receive training and on-going tech support in the utilization of the Admin Plus attendance, report card, discipline, and general data management modules

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Hopson, Brian	Start: 9/1/2009 Finish: 1/1/2012	\$3,900.00

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

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
0.00	0	0

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

<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
Staff will be empowered to utilize the data management	Administrator's Plus is being used nation wide and is a best	<i>For classroom teachers, school counselors and education</i>

system for the school

administrative practice for charter *specialists:*  
and independent schools

- Empowers educators to work effectively with parents and community partners.

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

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

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

---

#### **Role**

- Principals / asst. principals
- Other educational specialists

#### **Follow-up Activities**

#### **Evaluation Methods**

---

- Analysis of student work, with administrator and/or peers
- Participant survey

**Status:** In Progress — Upcoming

### ***Activity:* Installation of Administrator's Plus**

**Description:** Sankofa will purchase, install and implement the Administrator Plus system including attendance, discipline, and scheduling modules.

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

---

Hopson, Brian

Start: 9/1/2009  
Finish: Ongoing

\$8,090.00

**Status:** Complete

## **Goal: Managing Yourself in the Classroom**

**Description:** SFACS will continue providing supports to new and returning teachers on classroom management on an on-going basis.

### **Strategy: Mid-Year Retreats**

**Description:** Sankofa will establish annual mid-year retreats to reflect and improve collective practice institution wide

### **Activity: Managing Yourself In the Classroom**

**Description:** Classroom management workshop series. These sessions will be conducted by Dr. Ayesha Imani, Ph.D urban education, Nieka Brown, Lead Teacher.

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Imani, Ayesha	Start: 8/20/2009 Finish: 8/24/2011	-

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

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
3.00	2	40

<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
Sankofa Freedom Academy	• School Entity	Approved

Charter School

**Knowledge and Skills**

Participants will build capacity in establishing effective practices for creating a positive and productive environment in the classroom and in other spaces within the school

**Research and Best Practices**

Best Practices in education dictate that effective schools have school and classroom climates that are characterized by positivity, order and productivity. Establishing such an environment is key to student success. Educators need to know how to manage themselves in such a way that managing students and school resources fall into place.

**Designed to Accomplish**

*For classroom teachers, school counselors and education specialists:*

- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

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

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

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

**Role**

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

**Grade Level**

- Early childhood (preK-grade 3)
- Middle (grades 6-8)
- Elementary (grades 2-5)
- High school (grades 9-12)

**Follow-up Activities**

- Team development and sharing of content-area lesson implementation outcomes, with

**Evaluation Methods**

- Participant survey

- involvement of administrator and/or peers
- Journaling and reflecting

**Status:** In Progress — Upcoming

**Strategy: Monthly Professional Development Half Days**

**Description:** Once a month, SFACS will dismiss early to provide on-going professional development

**Activity: Managing Yourself In the Classroom**

**Description:** Classroom management workshop series. These sessions will be conducted by Dr. Ayesha Imani, Ph.D urban education, Nieka Brown, Lead Teacher.

Person Responsible	Timeline for Implementation	Resources
Imani, Ayesha	Start: 8/20/2009 Finish: 8/24/2011	-

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	2	40

Organization or Institution Name	Type of Provider	Provider’s Department of Education Approval Status
Sankofa Freedom Academy Charter School	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Participants will build capacity in establishing	Best Practices in education dictate that effective schools have school	<i>For classroom teachers, school counselors and</i>

effective practices for creating a positive and productive environment in the classroom and in other spaces within the school

and classroom climates that are characterized by positivity, order and productivity. Establishing such an environment is key to student success. Educators need to know how to manage themselves in such a way that managing students and school resources fall into place.

*education specialists:*

- Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.

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

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

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

<b>Role</b>	<b>Grade Level</b>
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> <li>• School counselors</li> <li>• Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>• Early childhood (preK-grade 3)</li> <li>• Middle (grades 6-8)</li> <li>• Elementary (grades 2-5)</li> <li>• High school (grades 9-12)</li> </ul>

<b>Follow-up Activities</b>	<b>Evaluation Methods</b>
<ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>• Journaling and reflecting</li> </ul>	<ul style="list-style-type: none"> <li>• Participant survey</li> </ul>

**Status:** In Progress — Upcoming

## **Goal: National Technology Standards**

**Description:** Sankofa will intensify efforts to fully implement national technology standards school wide

### **Strategy: Hardware and Peripherals**

**Description:** Sankofa will increase student and staff access to computers for the purposes of differentiated instruction.

### **Activity: Establish 30 station computer lab with printers**

**Description:** Sankofa will purchase 30 computer stations, with printers, classroom teacher stations and MS office suite. Sankofa will increase the number of computer stations and printers yearly based on additional enrollment, increase in staffing and site expansion.

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

---

Hopson, Brian	Start: 9/1/2009	\$73,520.00
	Finish: Ongoing	

**Status:** Complete

### **Activity: Grant Writing**

**Description:** Sankofa staff will seek grants to facilitate the purchase of new and reconditioned computers and peripherals in order to develop classroom work stations.

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

---

Hopson, Brian	Start: 8/1/2009	-
---------------	-----------------	---

Finish: Ongoing

**Status:** In Progress — Upcoming

**Activity: Increase number of computer stations in classrooms**

**Description:** To facilitate differentiated instruction across content areas, Sankofa will establish a 5 computer work station. (Presently each class only has one teacher station.)

**Person Responsible Timeline for Implementation Resources**

---

Hopson, Brian	Start: 9/1/2010	\$42,000.00
	Finish: Ongoing	

**Status:** Not Started — Overdue

**Activity: Laptop acquisition**

**Description:** Sankofa will acquire 2 additional laptop computers for improved capacity for public presentation for parents, students and community members.

**Person Responsible Timeline for Implementation Resources**

---

Hopson, Brian	Start: 9/1/2010	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

**Strategy: Interactive Whiteboard**

**Description:** Sankofa will facilitate exposure to and usage of interactive multi-media technology to enhance engagement and participation across the content areas.

**Activity:** Purchase and install white board for the purpose of providing interactive multi-media learning environment.

**Description:** SFACS will purchase "Smart"boards for both the upper and lower school and will increase our usage as the years progress.

**Person Responsible Timeline for Implementation Resources**

---

Hopson, Brian	Start: 9/1/2010	-
	Finish: 9/1/2010	

**Status:** Not Started — Overdue

## **Goal: Scientific Literacy**

**Description:** Sankofa Freedom Academy will build teacher capacity to empower students in the content area of science with an emphasis on environmental sciences.

### **Strategy: Summer Institute Intensive**

**Description:** During the summer, SFACS will convene a institute designed to provide intensive staff development in key areas related to various aspects of instruction, mission and vision, school operations, technology, and assessment

### **Activity: Science - Preparing for the PSSA**

**Description:** Staff will be engaged in the teaching of the Sankofa Science Curriculum as it relates to the PSSA science examination. These sessions will be lead by M. Sabriya Dempsey, Lead Science Coach, SDP, Off ice of High Schools.

**Person Responsible                      Timeline for Implementation                      Resources**

---

Dempsey, Sabriya	Start: 8/15/2010	-
	Finish: 6/30/2013	

**Professional Development Activity Information**

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
------------------------------------	---	--

3.00	1	25
------	---	----

<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider’s Department of Education Approval Status</b>
---	-------------------------	---

Sankofa Freedom Academy Charter School	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved
--	---	----------

<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
-----------------------------	------------------------------------	-------------------------------

Teachers will be introduced to the science scope and sequence and make connections between it and the PSSA science exam.	Science is a tested area. Preparing our scholars with the skills needed for scientific inquiry is a best practice.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Enhances the educator’s <u>content knowledge</u> in the area of the educator’s certification or assignment.</li> <li>Increases the educator’s <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> </ul>
--	--	---

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

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.
- Empowers leaders to create a culture of teaching and

learning, with an emphasis on learning.

### Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"><li>Classroom teachers</li><li>Principals / asst. principals</li><li>Other educational specialists</li></ul>	<ul style="list-style-type: none"><li>Early childhood (preK-grade 3)</li><li>Elementary (grades 2-5)</li><li>High school (grades 9-12)</li></ul>	<ul style="list-style-type: none"><li>Science and Technology</li><li>Kindergarten Early Learning Standards</li></ul>

### Follow-up Activities

### Evaluation Methods

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li><li>Analysis of student work, with administrator and/or peers</li><li>Peer-to-peer lesson discussions</li></ul> | <ul style="list-style-type: none"><li>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li><li>Student PSSA data</li><li>Standardized student assessment data other than the PSSA</li><li>Classroom student assessment data</li><li>Participant survey</li><li>Portfolio</li></ul> |
|---|--|

**Status:** Not Started — Overdue

## Goal: Service Learning and Social Justice Pedagogy

**Description:** SFACS will provide training and support in order to expand our internship, service, and project based learning efforts.

**Strategy:** Mid-Year Retreats

**Description:** Sankofa will establish annual mid-year retreats to reflect and improve collective practice institution wide

**Activity: Service Learning and Project Based Learning**

**Description:** Thematic multidisciplinary teams of teachers will be supported in implementing project based learning as one form of alternative assessment. These sessions will be conducted by Dr. Ayesha Imani, Kilolo Moyo, and Nieka Brown

Person Responsible	Timeline for Implementation	Resources
Imani, Ayesha	Start: 8/15/2010 Finish: 8/15/2012	-

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	1	25

Organization or Institution Name	Type of Provider	Provider’s Department of Education Approval Status
Sankofa Freedom Academy Charter School	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Staff will develop capacity to implement project based learning throughout the curriculum at each grade level within the institution	Service Learning and Project based learning have both been shown to increase student engagement and participation. It also has been shown to improve critical thinking and help scholars make connections between themselves and their world. Service learning researchers are rooted in the theoretical work of John Dewey and Paulo Freire. Studies on the efficacy of service learning and project based learning have been	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Increases the educator’s <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to</li> </ul>

done by Stanton, Giles & Cruz,  
Billings, Conrad & Hedine, Giles &  
Eyler

analyze and use data in  
instructional decision-  
making.

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

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

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

<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"><li>• Classroom teachers</li><li>• Principals / asst. principals</li><li>• Other educational specialists</li></ul>	<ul style="list-style-type: none"><li>• Early childhood (preK-grade 3)</li><li>• Elementary (grades 2-5)</li><li>• High school (grades 9-12)</li></ul>	<ul style="list-style-type: none"><li>• Reading, Writing, Speaking &amp; Listening</li><li>• Science and Technology</li><li>• Arts &amp; Humanities</li><li>• Civics and Government</li><li>• Environment and Ecology</li><li>• Health, Safety and Physical Education</li><li>• World Languages</li><li>• Kindergarten Early Learning Standards</li><li>• Mathematics</li><li>• History</li><li>• Career Education and Work</li></ul>

- Economics
- Family and Consumer Sciences
- Geography

### Follow-up Activities

### Evaluation Methods

- 
- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>• Analysis of student work, with administrator and/or peers</li> <li>• Creating lessons to meet varied student learning styles</li> <li>• Peer-to-peer lesson discussions</li> <li>• Lesson modeling with mentoring</li> <li>• Journaling and reflecting</li> </ul> | <ul style="list-style-type: none"> <li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>• Classroom student assessment data</li> <li>• Participant survey</li> <li>• Review of participant lesson plans</li> <li>• Review of written reports summarizing instructional activity</li> <li>• Portfolio</li> </ul> |
|---|--|

**Status:** Not Started — Overdue

### **Strategy: Summer Institute Intensive**

**Description:** During the summer, SFACS will convene a institute designed to provide intensive staff development in key areas related to various aspects of instruction, mission and vision, school operations, technology, and assessment

### **Activity: Service Learning and Project Based Learning**

**Description:** Thematic multidisciplinary teams of teachers will be supported in implementing

project based learning as one form of alternative assessment. These sessions will be conducted by Dr. Ayesha Imani, Kilolo Moyo, and Nieka Brown

Person Responsible	Timeline for Implementation	Resources
Imani, Ayesha	Start: 8/15/2010 Finish: 8/15/2012	-

### Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	1	25

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Sankofa Freedom Academy Charter School	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Staff will develop capacity to implement project based learning throughout the curriculum at each grade level within the institution	Service Learning and Project based learning have both been shown to increase student engagement and participation. It also has been shown to improve critical thinking and help scholars make connections between themselves and their world. Service learning researchers root their research in the theoretical work of John Dewey and Paulo Freire. Studies on the efficacy of service learning and project based learning have been done by Stanton, Giles & Cruz, Billings, Conrad & Hedine, Giles & Eyer	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p>

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

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

<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> <li>• Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>• Early childhood (preK-grade 3)</li> <li>• Elementary (grades 2-5)</li> <li>• High school (grades 9-12)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading, Writing, Speaking &amp; Listening</li> <li>• Science and Technology</li> <li>• Arts &amp; Humanities</li> <li>• Civics and Government</li> <li>• Environment and Ecology</li> <li>• Health, Safety and Physical Education</li> <li>• World Languages</li> <li>• Kindergarten Early Learning Standards</li> <li>• Mathematics</li> <li>• History</li> <li>• Career Education and Work</li> <li>• Economics</li> <li>• Family and Consumer Sciences</li> <li>• Geography</li> </ul>

**Follow-up Activities**

**Evaluation Methods**

- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Analysis of student work, with administrator and/or peers
- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussions
- Lesson modeling with mentoring
- Journaling and reflecting
- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
- Classroom student assessment data
- Participant survey
- Review of participant lesson plans
- Review of written reports summarizing instructional activity
- Portfolio

**Status:** Not Started — Overdue

## ***Goal:* Special Education**

**Description:** SFACS will improve holistic service delivery to our growing numbers of special needs students. This includes strengthening staff capacity in IEP implementation, progress monitoring, transition services, and differentiated instruction.

### ***Strategy:* Monthly Professional Development Half Days**

**Description:** Once a month, SFACS will dismiss early to provide on-going professional development

### ***Activity:* Special Needs - Accommodations and Modifications**

**Description:** Staff will build capacity in using accommodations and modifications of instructions to address the needs of diverse learners with IEPs. Umar Abdullah-Johnson will conduct first sessions. Subsequent sessions will be conducted by Special Education Coordinator.

Person Responsible	Timeline for Implementation	Resources
Slater, Benjamin	Start: 8/15/2010 Finish: 6/30/2013	-

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	3	25

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Sankofa Freedom Academy Charter School	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
----------------------	-----------------------------	------------------------

Staff will build capacity in using accommodations and modifications to address the needs of diverse learners with IEPs	This content is required by law in order to provide an an free and appropriate education for all children.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.</li> </ul>
--	--	--

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

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

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

<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> <li>• Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>• Early childhood (preK-grade 3)</li> <li>• Elementary (grades 2-5)</li> <li>• High school (grades 9-12)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading, Writing, Speaking &amp; Listening</li> <li>• Science and Technology</li> <li>• Arts &amp; Humanities</li> <li>• Civics and Government</li> <li>• Environment and Ecology</li> <li>• Health, Safety and Physical Education</li> <li>• World Languages</li> <li>• Kindergarten Early Learning Standards</li> <li>• Mathematics</li> <li>• History</li> <li>• Career Education and Work</li> <li>• Economics</li> <li>• Family and Consumer Sciences</li> <li>• Geography</li> </ul>

### **Follow-up Activities**

### **Evaluation Methods**

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

- 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
- Student PSSA data
- Standardized student assessment data other than the PSSA
- Classroom student assessment data
- Participant survey
- Review of participant lesson plans
- Review of written reports summarizing instructional activity

**Status:** Not Started — Overdue

**Strategy: Weekly Family Meeting**

**Description:** Twice a month Thursday, staff meeting after school will be devoted to professional development topics as identified through "family" debrief.

**Activity: Special Needs Progress Monitoring**

**Description:** Staff will build awareness in the Special Education requirements for progress monitoring and will build capacity in implementation of best practices in this area. These sessions will be conducted by Special Education coordinator, Ben Slater and possibly, special education specialists, Cozzette Feron.

Person Responsible	Timeline for Implementation	Resources
Slater, Benjamin	Start: 8/15/2009 Finish: 6/30/2013	-

**Professional Development Activity Information**

Number of Hours Per	Total Number of Sessions	Estimated Number of
---------------------	--------------------------	---------------------

Session	Per School Year	Participants Per Year
0.50	2	25

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Sankofa Freedom Academy Charter School	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Staff will build capacity in implementing progress monitoring as a part of their assessment system for students with IEPs	Progress monitoring is a requirement that is mandated by special education regulations based on research and/or best practices.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.</li> </ul>

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

Role	Grade Level
<ul style="list-style-type: none"> <li>Classroom teachers</li> <li>Principals / asst.</li> </ul>	<ul style="list-style-type: none"> <li>Early childhood (preK-grade 3)</li> </ul>

- principals
- Other educational specialists
- Elementary (grades 2-5)
- High school (grades 9-12)

**Follow-up Activities**

**Evaluation Methods**

- 
- 
- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> </ul> | <ul style="list-style-type: none"> <li>• Participant survey</li> <li>• Review of written reports summarizing instructional activity</li> </ul> |
|---|--|

**Status:** In Progress — Upcoming

## **Goal: Technological Empowerment of Staff**

**Description:** All staff will gain needed training, exposure and experience to become more technologically savvy.

### **Strategy: Internet Access**

**Description:** Sankofa will continue to seek support in acquiring more consistent and higher quality access to the internet.

### **Activity: Maintain Internet Access**

**Description:** Sankofa will purchase and maintain internet access.

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

---



---

Hopson, Brian	Start: 9/1/2009 Finish: Ongoing	-
---------------	------------------------------------	---

**Status:** Complete

**Activity: Obtain Net-Op Filter**

**Description:** Sankofa will obtain Net-Op filter as required for e-rate eligibility.

**Person Responsible Timeline for Implementation Resources**

---

---

Hopson, Brian	Start: 9/1/2010	\$2,100.00
	Finish: Ongoing	

**Status:** Not Started — Overdue

**Activity: Secure ISP Provider**

**Description:** Sankofa will continue to pursue funding sources (particularly e-rate) to purchase the services of a reliable ISP provider.

**Person Responsible Timeline for Implementation Resources**

---

---

Hopson, Brian	Start: 9/1/2009	-
	Finish: Ongoing	

**Status:** Complete

**Activity: Staff use of website and email**

**Description:** Staff will be trained and mandated to maintain communications through email and will share practices through web-site and network.

**Person Responsible Timeline for Implementation Resources**

---

---

Imani, Ayesha	Start: 9/1/2009	-
	Finish: Ongoing	

**Status:** Complete

### **Activity: Web Site Staff Development**

**Description:** Teacher Web and Technology Specialists will provide on-going training and staff support for staff daily use of the Sankofa web-site.

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Hopson, Brian	Start: 9/1/2009 Finish: 9/1/2011	-

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

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
1.50	3	35

<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
Sankofa Freedom Academy Charter School and Teacher Web	<ul style="list-style-type: none"><li>• School Entity</li></ul>	Approved

<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
Build capacity in use of technology for web management	Effective schools communicate are able to use technology to communicate with parents	<i>For classroom teachers, school counselors and education specialists:</i> <ul style="list-style-type: none"><li>• Empowers educators to work effectively with <u>parents and community partners</u>.</li></ul>

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

<b>Role</b>	<b>Grade Level</b>
-------------	--------------------

- Classroom teachers
- Principals / asst. principals
- School counselors
- Early childhood (preK-grade 3)
- Middle (grades 6-8)
- Elementary (grades 2-5)
- High school (grades 9-12)

**Follow-up Activities**

**Evaluation Methods**

- 
- 
- Peer to peer sharing
  - Participant survey

**Status:** Complete

**Strategy: Mandatory Utilization of Technology**

**Description:** All staff will be required, supported, and empowered to utilize technology for internal and external communications, instruction, assessment, and data management.

**Activity: Computer Literacy Collaboration**

**Description:** Teachers and students are rostered to the computer lab for literacy instruction using web-based technology to support literacy program. Technology specialist collaborates and supports classroom teachers and students to build capacity in the use of technology as a tool for instruction and assessment.

**Person Responsible Timeline for Implementation Resources**

---



---

Imani, Ayesha	Start: 9/1/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Activity: Computer Numeracy Collaboration**

**Description:** Technology specialist, classroom teacher, and students partner weekly for a period of instruction using web-based materials designed to build numeracy skills for scholars. This

collaboration is designed to build capacity of both instructional staff and students in the use of technology for instruction and assessment.

**Person Responsible Timeline for Implementation Resources**

---

Imani, Ayesha	Start: 9/1/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Activity: Network**

**Description:** Mandatory use of network computers for lesson plans, interim reports, and other school communications.

**Person Responsible Timeline for Implementation Resources**

---

Hopson, Brian	Start: 9/1/2009	-
	Finish: Ongoing	

**Status:** Complete

**Activity: Textbook Publishers Tech Training**

**Description:** Administration and staff will receive annual training in new web-based technologies from textbook publishers.

**Person Responsible Timeline for Implementation Resources**

---

Imani, Ayesha	Start: 9/1/2009	-
	Finish: Ongoing	

**Status:** Complete

**Strategy: On Going Professional Development**

**Description:** Through on-going site based professional development, Sankofa staff will move toward proficient use of a variety of technological innovations in order to more effectively manage data, deliver instruction, self-assess, assess student performance and communicate with parents.

**Activity: Admin Plus support and training**

**Description:** Selected staff will receive training and on-going tech support in the utilization of the Admin Plus attendance, report card, discipline, and general data management modules

Person Responsible	Timeline for Implementation	Resources
Hopson, Brian	Start: 9/1/2009 Finish: 1/1/2012	\$3,900.00

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
0.00	0	0

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

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Staff will be empowered to utilize the data management system for the school	Administrator's Plus is being used nation wide and is a best administrative practice for charter and independent schools	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Empowers educators to work effectively with <u>parents and community partners</u>.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p>

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

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

---

**Role**

- Principals / asst. principals
- Other educational specialists

**Follow-up Activities**

**Evaluation Methods**

- 
- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Analysis of student work, with administrator and/or peers</li> </ul> | <ul style="list-style-type: none"> <li>• Participant survey</li> </ul> |
|---|--|

**Status:** In Progress — Upcoming

**Activity: Criterion Professional Development**

**Description:** Technology Administrator and faculty members shall be trained on the Criterion Writing Assessment model.

Person Responsible	Timeline for Implementation	Resources
--------------------	-----------------------------	-----------

---

Hopson, Brian	Start: 4/1/2010 Finish: 4/1/2010	-
---------------	-------------------------------------	---

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
-----------------------------	--	---

---

1.00	1	4
------	---	---

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

Houghton Mifflin Harcourt	<ul style="list-style-type: none"> <li>• Company</li> </ul>	Approved
---------------------------	---	----------

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
----------------------	-----------------------------	------------------------

Team members will learn how to utilize the criterion assessment system to assess the writing of the SFA scholars and servant leaders.

Established best practices indicate the importance of writing across the content and empowering students by providing immediate feedback on their writing. This tool provides immediate feedback to the writer and makes suggestion aligned with writing text.

*For classroom teachers, school counselors and education specialists:*

- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

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

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

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

<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> <li>• Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>• Elementary (grades 2-5)</li> <li>• High school (grades 9-12)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading, Writing, Speaking &amp; Listening</li> <li>• Science and Technology</li> </ul>

**Follow-up Activities      Evaluation Methods**

<ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>• Analysis of student work, with administrator and/or peers</li> <li>• Peer-to-peer lesson discussions</li> <li>• Lesson modeling with mentoring</li> <li>• Journaling and reflecting</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>• Student PSSA data</li> <li>• Standardized student assessment data other than the PSSA</li> <li>• Classroom student assessment data</li> <li>• Participant survey</li> <li>• Review of participant lesson plans</li> <li>• Review of written reports summarizing instructional activity</li> <li>• Portfolio</li> </ul>
--	---

**Status:** Complete

## Activity: Study Island Professional Development

**Description:** Staff will be provided with initial staff development from Study Island support specialists and will continue on going staff development from by the CEO and Technology Support Specialist.

Person Responsible	Timeline for Implementation	Resources
Hopson, Brian	Start: 9/1/2009 Finish: 7/31/2012	-

### Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.50	3	20

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Study Island and Sankofa Freedom Academy	<ul style="list-style-type: none"> <li>School Entity</li> <li>Company</li> </ul>	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Educators will acquire skills in implementing assessment and benchmark system, using data to inform instruction, monitoring student progress through the use of data.	Study Island is a research based assessment system. Research indicates that instruction must be driven by data that emerges from assessment.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>Provides the knowledge and skills to <u>think and plan</u></li> </ul>

strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

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

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

<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> <li>• Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>• Early childhood (preK-grade 3)</li> <li>• Elementary (grades 2-5)</li> <li>• High school (grades 9-12)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading, Writing, Speaking &amp; Listening</li> <li>• Science and Technology</li> <li>• Mathematics</li> </ul>

**Follow-up Activities**

**Evaluation Methods**

<ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>• Analysis of student work, with administrator and/or peers</li> </ul>	<ul style="list-style-type: none"> <li>• Student PSSA data</li> <li>• Standardized student assessment data other than the PSSA</li> <li>• Participant survey</li> <li>• Review of participant lesson plans</li> <li>• Review of written reports summarizing instructional activity</li> </ul>
--	---

**Status:** Complete

**Activity:** Teacher Web Professional development

**Description:** Sankofa will partner with TeacherWeb to provide on-going professional development in order to maintain a highly functioning informative web site.

**Person Responsible Timeline for Implementation Resources**

---

Hopson, Brian	Start: 8/15/2009	-
	Finish: Ongoing	

**Status:** Complete

**Activity: Textbook Publishers Tech Training**

**Description:** Administration and staff will receive annual training in new web-based technologies from textbook publishers.

**Person Responsible Timeline for Implementation Resources**

---

Imani, Ayesha	Start: 9/1/2009	-
	Finish: Ongoing	

**Status:** Complete

**Activity: Web Site Staff Development**

**Description:** Teacher Web and Technology Specialists will provide on-going training and staff support for staff daily use of the Sankofa web-site.

**Person Responsible                      Timeline for Implementation                      Resources**

---

Hopson, Brian	Start: 9/1/2009	-
	Finish: 9/1/2011	

**Professional Development Activity Information**

---

<b>Number of Hours Per</b>	<b>Total Number of Sessions Per</b>	<b>Estimated Number of</b>
----------------------------	-------------------------------------	----------------------------

---

Session	School Year	Participants Per Year
1.50	3	35

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Sankofa Freedom Academy Charter School and Teacher Web	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Build capacity in use of technology for web management	Effective schools communicate are able to use technology to communicate with parents	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Empowers educators to work effectively with <u>parents and community partners.</u></li> </ul>

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

Role	Grade Level
<ul style="list-style-type: none"> <li>Classroom teachers</li> <li>Principals / asst. principals</li> <li>School counselors</li> </ul>	<ul style="list-style-type: none"> <li>Early childhood (preK-grade 3)</li> <li>Middle (grades 6-8)</li> <li>Elementary (grades 2-5)</li> <li>High school (grades 9-12)</li> </ul>

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> <li>Peer to peer sharing</li> </ul>	<ul style="list-style-type: none"> <li>Participant survey</li> </ul>

**Status:** Complete

### **Strategy: Utilization of Networked computers**

**Description:** Sankofa staff will increase its utilization of networked computers and thereby improve internal communications as well as allowing for sharing of best practices among teachers.

### **Activity: Network**

**Description:** Mandatory use of network computers for lesson plans, interim reports, and other school communications.

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

---

Hopson, Brian	Start: 9/1/2009	-
	Finish: Ongoing	

**Status:** Complete

### **Activity: Weekly staff communications**

**Description:** Weekly staff communications will be developed by the CEO and posted to the network. Elders in the community and staff will post news for the benefit of the wider Sankofa collective.

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

---

Imani, Ayesha	Start: 9/1/2010	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

## **Goal: Technology for Instruction and Assessment**

**Description:** All staff and administration will become proficient in the use of technology to improve the delivery of instruction and assessment in order to positively impact student performance.

**Strategy: Classroom Response Systems (CRS)**

**Description:** Sankofa will facilitate student utilization of classroom response system to be used in conjunction with Interactive whiteboards.

**Activity: Use classroom response systems**

**Description:** Classroom response systems will be utilized with interactive whiteboard to enhance instruction, promote differentiated instruction, and increase student engagement

**Person Responsible Timeline for Implementation Resources**

---

Hopson, Brian	Start: 6/1/2010	\$5,400.00
	Finish: Ongoing	

**Status:** Not Started — Overdue

**Strategy: Criterion Writing Evaluation Assessment**

**Description:** Acquire and implement criteria writing system for grades 4 and above.

**Activity: Acquire and Implement the Criterion Writing Assessment System for all students 4 and above**

**Description:** The Criterion Writing System is a system that assesses and responds to a student writing.

**Person Responsible Timeline for Implementation Resources**

---

Hopson, Brian	Start: 3/1/2010	\$5,400.00
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Activity: Criterion Professional Development**

**Description:** Technology Administrator and faculty members shall be trained on the Criterion Writing Assessment model.

Person Responsible	Timeline for Implementation	Resources
Hopson, Brian	Start: 4/1/2010 Finish: 4/1/2010	-

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	1	4

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

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
----------------------	-----------------------------	------------------------

Team members will learn how to utilize the criterion assessment system to assess the writing of the SFA scholars and servant leaders.	Established best practices indicate the importance of writing across the content and empowering students by providing immediate feedback on their writing. This tool provides immediate feedback to the writer and makes suggestion aligned with writing text.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.</li> <li>Empowers educators to work effectively with <u>parents and community partners</u>.</li> </ul>
---	--	--

*For school and district*

*administrators, and other educators seeking leadership roles:*

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

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

<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> <li>• Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>• Elementary (grades 2-5)</li> <li>• High school (grades 9-12)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading, Writing, Speaking &amp; Listening</li> <li>• Science and Technology</li> </ul>

**Follow-up Activities**

**Evaluation Methods**

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

- and/or peers
- Analysis of student work, with administrator and/or peers
- Peer-to-peer lesson discussions
- Lesson modeling with mentoring
- Journaling and reflecting
- Participant survey
- Review of participant lesson plans
- Review of written reports summarizing instructional activity
- Portfolio

**Status:** Complete

### **Strategy: Interactive Whiteboard**

**Description:** Sankofa will facilitate exposure to and usage of interactive multi-media technology to enhance engagement and participation across the content areas.

### **Activity: Interactive Whiteboard Professional Development**

**Description:** Administration and teachers will receive professional development in the use of the interactive whiteboard technology across content areas.

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Hopson, Brian	Start: 8/1/2010 Finish: 8/1/2010	\$1,200.00

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

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
2.50	1	25
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>

Promethean Inc

- Company

Approved

---

**Knowledge and Skills****Research and Best Practices****Designed to Accomplish**

---

Build capacity in the use of interactive technology

Research indicates that increase use of interactive technologies positively impacts student performance

*For classroom teachers, school counselors and education specialists:*

- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

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

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Instructs the leader in managing resources for effective results.

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

---

**Role****Grade Level****Subject Area**

- Classroom teachers
- Principals / asst. principals

- Early childhood (preK-grade 3)
- High school

- Science and Technology

- Other educational specialists (grades 9-12)

**Follow-up Activities**

**Evaluation Methods**

- 
- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>• Creating lessons to meet varied student learning styles</li> <li>• Peer-to-peer lesson discussions</li> </ul> | <ul style="list-style-type: none"> <li>• Student PSSA data</li> <li>• Standardized student assessment data other than the PSSA</li> <li>• Participant survey</li> <li>• Review of participant lesson plans</li> </ul> |
|---|---|

**Status:** Not Started — Overdue

**Activity:** Purchase and install white board for the purpose of providing interactive multi-media learning environment.

**Description:** SFACS will purchase "Smart"boards for both the upper and lower school and will increase our usage as the years progress.

**Person Responsible Timeline for Implementation Resources**

---

Hopson, Brian	Start: 9/1/2010	-
	Finish: 9/1/2010	

**Status:** Not Started — Overdue

**Strategy:** Technology Teaching Collaborations

**Description:** Sankofa will establish and maintain collaborations between technology specialists and instructional staff in the areas of math and reading.

### **Activity: Computer Literacy Collaboration**

**Description:** Teachers and students are rostered to the computer lab for literacy instruction using web-based technology to support literacy program. Technology specialist collaborates and supports classroom teachers and students to build capacity in the use of technology as a tool for instruction and assessment.

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

---

---

Imani, Ayesha	Start: 9/1/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

### **Activity: Computer Numeracy Collaboration**

**Description:** Technology specialist, classroom teacher, and students partner weekly for a period of instruction using web-based materials designed to build numeracy skills for scholars. This collaboration is designed to build capacity of both instructional staff and students in the use of technology for instruction and assessment.

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

---

---

Imani, Ayesha	Start: 9/1/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

### **Strategy: Web Based Assessment and Instruction**

**Description:** Sankofa will use technology to implement web-based systems of standards based instruction and state aligned assessments.

### **Activity: Acquisition and Maintenance of Study Island Assessment System**

**Description:** Sankofa will acquire, maintain, and fully utilize Study Island for on going pre, post, and benchmark testing of students k - 9 in reading and mathematics.

### Person Responsible Timeline for Implementation Resources

---

Hopson, Brian	Start: 9/1/2009 Finish: Ongoing	\$9,321.00
---------------	------------------------------------	------------

**Status:** In Progress — Upcoming

### Activity: Grade-Quick On-Line

**Description:** Grade quick-online will be integrated into Administrator's Plus to facilitate teacher use of electronic gradebook system from home or off-site. administration during special events, off-site educational experiences, and for attendance monitoring. This training is to be done by our technology coordinator who has been trained by the Administrator's Plus organization.

### Person Responsible Timeline for Implementation Resources

---

Hopson, Brian	Start: 8/1/2010 Finish: Ongoing	\$4,200.00
---------------	------------------------------------	------------

**Status:** Not Started — Overdue

### Activity: Study Island Professional Development

**Description:** Staff will be provided with initial staff development from Study Island support specialists and will continue on going staff development from by the CEO and Technology Support Specialist.

Person Responsible	Timeline for Implementation	Resources
--------------------	-----------------------------	-----------

---

Hopson, Brian	Start: 9/1/2009 Finish: 7/31/2012	-
---------------	--------------------------------------	---

### Professional Development Activity Information

---

Number of Hours Per	Total Number of Sessions	Estimated Number of Participants
---------------------	--------------------------	----------------------------------

---

Session	Per School Year	Per Year
1.50	3	20

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Study Island and Sankofa Freedom Academy	<ul style="list-style-type: none"> <li>School Entity</li> <li>Company</li> </ul>	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Educators will acquire skills in implementing assessment and benchmark system, using data to inform instruction, monitoring student progress through the use of data.	Study Island is a research based assessment system. Research indicates that instruction must be driven by data that emerges from assessment.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</li> <li>Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.</li> </ul>

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

---

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> <li>Classroom teachers</li> <li>Principals / asst. principals</li> <li>Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>Early childhood (preK-grade 3)</li> <li>Elementary (grades 2-5)</li> <li>High school (grades 9-12)</li> </ul>	<ul style="list-style-type: none"> <li>Reading, Writing, Speaking &amp; Listening</li> <li>Science and Technology</li> <li>Mathematics</li> </ul>

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> <li>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>Analysis of student work, with administrator and/or peers</li> </ul>	<ul style="list-style-type: none"> <li>Student PSSA data</li> <li>Standardized student assessment data other than the PSSA</li> <li>Participant survey</li> <li>Review of participant lesson plans</li> <li>Review of written reports summarizing instructional activity</li> </ul>

**Status:** Complete

### **Activity: Textbook Publishers Tech Training**

**Description:** Administration and staff will receive annual training in new web-based technologies from textbook publishers.

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

Imani, Ayesha	Start: 9/1/2009	-
	Finish: Ongoing	

**Status:** Complete

### **Activity: Web Based Instruction Aligned with Curricular Materials**

**Description:** Sankofa staff will be provided by text book publishers with web based materials aligned with Core Curriculum to support standards driven instruction.

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

---

Imani, Ayesha	Start: 9/1/2010	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

### **Goal: Test Preparation**

**Description:** SFACS will provide professional education opportunities in the area of test preparation and test taking skills.

### **Strategy: Monthly Professional Development Half Days**

**Description:** Once a month, SFACS will dismiss early to provide on-going professional development

### **Activity: Interpreting the Data**

**Description:** These workshops will empower staff to interpret data provided by standardized test measures and develop action plans based on the data. Interpreting the data will be lead by Dr. Ayesha Imani and Brian Hopson, technology and instructional specialists.

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

---

Imani, Ayesha	Start: 3/15/2010	-
	Finish: 8/1/2013	

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

---

<b>Number of Hours Per</b>	<b>Total Number of Sessions</b>	<b>Estimated Number of</b>
----------------------------	---------------------------------	----------------------------

---

Session	Per School Year	Participants Per Year
3.00	2	40

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Sankofa Freedom Academy Charter School	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
----------------------	-----------------------------	------------------------

Participants will be empowered to interpret student performance standardized test data and create action plans for improving student performance in these measures.	Research supports the use of data to drive instruction as an effective tool in improving student performance on standardized measures and in designing differentiated instruction.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.</li> <li>Empowers educators to work effectively with <u>parents and community partners</u>.</li> </ul>
---	--	--

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

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling

students are aligned to each other as well as to Pennsylvania's academic standards.

- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

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

<b>Role</b>	<b>Grade Level</b>
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> <li>• School counselors</li> <li>• Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>• Early childhood (preK-grade 3)</li> <li>• Middle (grades 6-8)</li> <li>• Elementary (grades 2-5)</li> <li>• High school (grades 9-12)</li> </ul>

<b>Follow-up Activities</b>	<b>Evaluation Methods</b>
<ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>• Analysis of student work, with administrator and/or peers</li> <li>• Creating lessons to meet varied student learning styles</li> <li>• Peer-to-peer lesson discussions</li> <li>• Lesson modeling with mentoring</li> <li>• Journaling and</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>• Student PSSA data</li> <li>• Standardized student assessment data other than the PSSA</li> <li>• Classroom student assessment data</li> <li>• Participant survey</li> <li>• Review of participant lesson plans</li> <li>• Review of written reports summarizing instructional activity</li> </ul>

reflecting

**Status:** In Progress — Upcoming

## **Strategy: Summer Institute Intensive**

**Description:** During the summer, SFACS will convene a institute designed to provide intensive staff development in key areas related to various aspects of instruction, mission and vision, school operations, technology, and assessment

### **Activity: Interpreting the Data**

**Description:** These workshops will empower staff to interpret data provided by standardized test measures and develop action plans based on the data. Interpreting the data will be lead by Dr. Ayesha Imani and Brian Hopson, technology and instructional specialists.

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

Imani, Ayesha	Start: 3/15/2010 Finish: 8/1/2013	-
---------------	--------------------------------------	---

### **Professional Development Activity Information**

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
------------------------------------	---	--

3.00	2	40
------	---	----

<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
---	-------------------------	---

Sankofa Freedom Academy Charter School	<ul style="list-style-type: none"><li>School Entity</li></ul>	Approved
--	---	----------

<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
-----------------------------	------------------------------------	-------------------------------

Participants will be empowered to interpret student performance standardized test data and	Research supports the use of data to drive instruction as an effective tool in improving student performance on	<i>For classroom teachers, school counselors and education specialists:</i>
--	---	---

create action plans for improving student performance in these measures.

standardized measures and in designing differentiated instruction.

- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

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

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

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

---

<b>Role</b>	<b>Grade Level</b>
-------------	--------------------

- Classroom teachers
- Principals / asst. principals
- School counselors
- Other educational specialists
- Early childhood (preK-grade 3)
- Middle (grades 6-8)
- Elementary (grades 2-5)
- High school (grades 9-12)

### **Follow-up Activities**

### **Evaluation Methods**

- 
- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>• Analysis of student work, with administrator and/or peers</li> <li>• Creating lessons to meet varied student learning styles</li> <li>• Peer-to-peer lesson discussions</li> <li>• Lesson modeling with mentoring</li> <li>• Journaling and reflecting</li> </ul> | <ul style="list-style-type: none"> <li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>• Student PSSA data</li> <li>• Standardized student assessment data other than the PSSA</li> <li>• Classroom student assessment data</li> <li>• Participant survey</li> <li>• Review of participant lesson plans</li> <li>• Review of written reports summarizing instructional activity</li> </ul> |
|---|--|

**Status:** In Progress — Upcoming

### **Statement of Quality Assurance**

Charter school has not met AYP.

Charter school has not created a School Improvement Plan.

Charter school has not submitted and reviewed its School Improvement Plan with the Intermediate Unit designee.

There are currently no supporting documents selected for this section.

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

## Rigorous Instructional Program

### Rigorous Instructional Program

Sankofa Freedom Academy Charter School is dedicated to achieving academic and cultural excellence for all students and cultivating excellence in teaching among its entire staff. This desire for excellence is rooted in the ancient cosmology in which we ground our philosophy, and is symbolized by the principle of Djehuty. In order to forge our way toward excellence, Sankofa Freedom Academy Charter School has combined a variety of research based strategies, materials, and curricula and enhanced them to reflect its commitment to cultural responsiveness.

In keeping with its mission and vision, Sankofa Freedom Academy Charter School has adopted the School District's Core Curriculum and its corresponding literacy texts in order to insure that students at a minimum receive instruction comparable to that in the chartering school district and to provide continuity for our students, most of whom have come to us from the neighboring schools within the School District of Philadelphia. The School District of Philadelphia Core Curriculum is aligned to Pa state standards. However, in order to increase academic rigor for its students, Sankofa Freedom Academy Charter has enhanced the Philadelphia Core Curriculum to include more culturally synchronistic literature from the Philadelphia Freedom School Curriculum, added more required reading for all its students, and added more writing and grammar than is presently required in the Philadelphia Core Curriculum. To insure that our students had access to additional literature, book drive was sponsored that resulted in the donation of over 1000 used and new books and over \$10,000 dollars the supplemental books for independent reading.

The primary reading series utilized is the Harcourt Storytown series for Reading, and the Harcourt series for Math and Science. In addition to the full range of Storytown materials, our 3rd, 4th, and 9th grade schools utilized the Highly Effective Writing blue books. Our social studies curriculum was developed from a range of sources all of which were guided by the PA standards and assessment anchors presented in the Philadelphia Core Curriculum. The Social Studies k-2 curriculum was developed in house and was adapted from the Philadelphia Freedom Schools summer curriculum from years 2006-2009. The 3rd and 4th grade Social Studies curriculum materials included modules on Philadelphia from the School District of Philadelphia, History Alive, and for 4th grade, Pennsylvania our Home.

The science curriculum in the lower school combines text and hand-on labs through the use of the Harcourt kits, textbooks, and workbooks. The scope and Sequence for science as developed by a Science Specialist from our founding coalition that aligned the course of study with the PSSA science curriculum. This was done to enable our scholars to cycle through the major science categories each year. Sankofa Freedom Academy is especially proud of having taken two first place prizes at the George Washington Carver science fair in this its first year of operation. Sankofa Freedom Academy also won numerous prizes for science in the Kids Grow Expo sponsored by the Philadelphia Horticultural Society.

In the 9th grade, the literacy program was anchored in Holt Elements of Literature, Saddler's Vocabulary Workshop, and the PSSA Coach materials. In addition to the text and readers from the Holt anthology, 9th grade scholars utilized *Boracuas, an Anthology of Puerto Rican Literature*, and completed the following novels: *47* by Moseley, *House on Mango Street* by Sisceros, *In the Time of the Butterflies* by Alvarez, *Catcher in the Rye* by Salinger, the *Bluest Eye* by Morrison, *Taming of the Shrew* and *Romeo and Juliet* by Shakespere. In addition the 9th grade class put on a full theatrical production of August Wilson's *Piano Lesson*.

Consistent with the School District of Philadelphia the ninth grade math program was driven by the Philadelphia Core utilizing the Holt Algebra 1 series and supplemental materials. The World History curriculum was also based on the Core Curriculum and utilized its corresponding textual

materials. Consistent with the African tradition of strong orator, Sankofa Freedom Academy cultivated literacy and social studies competencies through its Oratorical Exhibition and Competition.

Sankofa Freedom Academy Charter School approach to teaching and learning is informed by its Freedom School philosophy and its Africana pedagogical methodology, thus instruction is experiential, constructivist, intergenerational, social justice/ service learning oriented and purposeful. To encourage inquiry based approaches each year each grade has an overarching essential question of freedom. These essential questions of freedom are aligned with the PA social studies themes for each grade. Throughout the year, scholars and servant leaders wrestle with the essential question through texts, music, art, community based research, and traditional research methods. Each grade has a culminating interdisciplinary project related to their essential question of freedom. These projects included a intergenerational healthy eating project done between the kindergarten scholars and their elders, a family recycling project done by the first grade collectives, a intergenerational Frankford visioning project done with the senior citizens of Meadow House, a coloring book created by the 3rd grade on the history of Philadelphia that was read and given to a day care center in the neighborhood, and a gardening project done by the 4th grade collective that culminated in a farmers market and the lobbying of political officials to provide more fresh fruit and vegetables in the Frankford community based on a series of community surveys. The ninth grade servant leaders studied Piaget and Gardner to assist them in their literacy coach responsibilities with the elementary students. In addition they worked with elders in the community to capture the history of blacks in Frankford and the Northeast in a PowerPoint that is now being used by the community organization that commissioned it. This is in addition to the community service provided to Philabundance by the 9th grade freshman servant leaders.

Instruction and assessment at Sankofa Freedom Academy reflect its belief in multiple intelligences and the importance of differentiated instruction so as to account for various intelligences, learning styles, and even personality typologies. Authentic forms of assessment used at Sankofa Freedom Academy include portfolio assessment, service learning from k — 12, internships, exhibitions, contest, and participation in conferences and community forums.

To facilitate school wide differentiated instruction a series of professional development sessions have been and will continue to be held. To facilitate the implementation of a range of differentiated techniques a 135 minute literacy block and a 90 minute numeracy has been established that allow for multi-grade family group instruction geared toward accommodating a myriad of learning styles, intelligences, skill levels and personality/leadership styles. Multi-level materials have been chosen to insure necessary resources. Community partners have been identified to insure that students have experiences outside of the walls of our school building and the parents and community members serve as partners in education within the confines of every class.

To provide additional support for the successful implementation of its differentiated instructional literacy program, the staff includes an instructional support specialists (ISS) at each grade level in the elementary years. Each ISS has either a bachelors or masters degree and is working toward teacher certification. The assignment of the ISS to each grade group enables each class to have 2 teachers in the class for at least half the day. To provide additional opportunities for tutorial assistance the school day is extended for teachers from 3:15 to 4:30 to allow for tutoring of students a minimum of twice weekly.

To help address individual needs of scholars in the areas of reading and math, the Study Island instruction and assessment system has been purchased to provide us with data throughout

the year that can guide instruction, facilitate greater differentiation and assist with preparation for the PSSA.

## **Rigorous Instructional Program - Attachments**

- Professional Development Plan Verification Email
- Teacher Induction Verification Email

## **English Language Learners**

In compliance with Title 22, Chapter 4, Section 4.26 of the Curriculum Regulations of the Commonwealth of Pennsylvania, Sankofa Freedom Academy Charter School will provide a program for every student who is found to be Limited English Proficient or English Language Learners. Although presently we have only 7 students in the school that fit the ELL or LEP categories, Sankofa Freedom Academy Charter School is carrying out its responsible to identify, support, and service each of these English Language Learners through the implementation of a program based on sound educational and language learning theory, implemented with sufficient resources, staffed by appropriately prepared personnel, and is periodically evaluated. Thus the Sankofa Freedom Academy ELL program includes the following:

### **1. Identification Process:**

- a. In order to identify ELL students, Sankofa Freedom Academy administers a HLS (Home language survey) annually to its student body to ascertain whether there are Sankofa Freedom Academy students from homes where a language other than English is spoken or whether the student speaks a language other than English in order to determine PHLOTES (Primary home language other than English learners)
- b. As a part of the in-take process all admission applications include a question designed to identify families in which a language other than English is spoken.
- c. The results of this survey are entered into the permanent student folder.
- d. Sankofa Freedom Academy Charter School also checks its list with the data available from the School District of Philadelphia's Data base to insure that all ELL students have been identified.
- e. A list of PHLOTES students will be established, maintained, and made available to appropriate staff and reported to those state and local agencies that may be appropriate.

### **2. Proficiency Assessment**

- a. If a review of the survey data reveals a student speaks a language in addition to English (i.e. a PHLOTES student), Sankofa Freedom Academy will administer an English language proficiency test.
- b. Sankofa Freedom Academy Charter School will begin ELL instruction within 30 days of the beginning of the school year or within 14 days of the admission date

of the student. Instruction for the ELL or LEP student will be dependent on the levels as indicated by the assessment in the areas of listening, speaking, reading, and writing.

### 3. Program Components:

- a. In spite of its small numbers and its limited funding, SFA hired a part time certified ELL teacher and administrator who will be full time in school year 2010 — 2011. SFA provides the following :

- i. Presently, we do not have a critical number of scholars who speak the same language. Nevertheless, in the event that a critical number of students are discovered with common proficiency levels in the same language, Sankofa Freedom Academy Charter School will establish a bilingual program. This is in keeping with the culturally responsive philosophy of the school which sees language as the foundation of culture. Sankofa Freedom Academy Charter School is committed to centering education within the culturally context of the student. This approach will empower the student to maintain fluency in the primary language while achieving proficiency in English.

- ii. In that the PHLOTES come from a range of cultural and linguistic traditions, pull out and push in ESOL / ESL/ ELL services are provided that are designed to build proficiency in oral and written communication. These services are rendered so as to celebrate the language of the student while building proficiency in English.

- iii. In keeping with commonwealth recommendations daily instructional time is provided using the following guidelines:

- a. Non- English speakers — 2 to 3 hours daily
- b. ESOL beginners — 2 hours daily
- c. Intermediate — 1 to 1 and half hours daily
- d. Advanced — 1 hour or less daily.

- iv. Push in ELL / ESL/ESOL services are provided for students who are deemed to be at the intermediate or advanced levels of proficiency, in keeping with recommendations of the commonwealth.

- v. To insure that ELL and LEP scholars have success across content areas, Sankofa Freedom Academy monitors the progress of scholars across the content areas and support teachers in making accommodations for the necessary students.

- vi. In keeping with its culturally responsive philosophy and in order to establish a culturally and linguistic rich environment, all Sankofa Freedom Academy classes will infuse common terms and terminology in the languages spoken in the school community. Items in classes will be labeled in languages represented in the community so as to enrich the entire community.

- vii. To insure that ELL / LEP students are linked to community based organizations that provide extracurricular activities and offer appropriate supports, Sankofa Freedom Academy charter school will establish relationships with community and faith based organizations that serve ELL / LEP families.

### Proficiency Monitoring and Assessment:

1. In order to determine when a student is ready to move from one proficiency level to another or from an ESL class program to a transitional bilingual education program, multiple measures will be utilized in order to provide information on the student's capacity in listening, speaking, reading and writing with proficiency.
2. Exiting students will be given the Annual State English Language Proficiency Assessment for all students receiving LEP / ELL / ESOL services.
3. ELL / LEP students will not be exempt from taking the PSSA but will be provided state accommodations as provided in state statute.

**Communication with Parents** — Sankofa Freedom Academy Charter School acknowledges its responsibility to provide parents with information about assessment, academic achievement, school codes and policies in the native language of the parent or in their preferred mode of communication. To do this, Sankofa Freedom Academy will establish a list of bilingual advocates in multiple languages in order to insure that its families are served appropriately.

**Staffing** — To address the needs of our ELL scholars for whom Spanish is the primary language, a bilingual administrative assistant has been hired to provide translation services for Spanish speaking families. As indicated before, an ELL consultant was hired to test students who were identified through the Home Survey. Additionally, another consult was hired for 20 hours weekly to begin servicing our ELL population. This consultant is a certified ELL teacher and has been hired as a full time employee for school year 2010-2011. Our ELL teacher will collaborate with the classroom teachers. community volunteers.

**Professional Development** — As is evident in the SFA Professional Development Plan, the Sankofa Freedom Academy Charter School staff will engage in professional development in school year 2010-2011 in order to build capacity among staff in creating ELL friendly environments, infusing culture and language into the culturally responsive classroom, and in strategies that will empower faculty in providing support for the academic and socialization achievement of ELL / LEP students.

## English Language Learners - Attachment

- ELL Report 2009-2010

## Graduation Requirements

### Graduation Requirements

- 4 English credits: English 1, 2, 3 and 4
- 3 Mathematics credits: Algebra 1, Geometry and Algebra 2
- 3 Science credits: General Physical Science, Biology and Chemistry
- 4 Social Studies credits: World History, Africana History, American History and Social Science/Civic
- 2 World Language credits: Language 1 and 2
- 2 Arts and Humanities credits
- 1.5 Physical and Health Education credits
- 1 additional credit, which must be a fourth credit in Mathematics, Science, AP, honors or IB in any content area, or a college level course in any content area

4	Servant Leadership / Rites of Passage Credits
2	additional elective
<hr/>	
26.5	credits

In addition a Sankofa Freedom Academy must complete:

- Completion of Junior/Senior Service Project which includes an internship and exhibition
- Mandatory sports requirement — Freshman — Junior year.
- 2 Mandatory summer internship/off-site learning experiences (.5 credit will be awarded)

## Special Education

### Special Education

Sankofa Freedom Academy Charter School is committed to providing its special education students with a free and appropriate public education in the least restricted environment possible. From its inception, Sankofa Freedom Academy has articulated its commitment to maximizing its use of inclusion strategies to insure that the Sankofa Freedom Academy community fully benefits from the gifts of its special needs students and students with special need benefit from the many resources within the community. This philosophy shapes the design of the Sankofa Freedom Academy special education experience.

School year started with 19 special needs students and one special education teacher/administrator. As the case load grew, a part time assistant was hired to provide support to the special education teacher in the morning literacy block.

All special education students are included in the larger school community in some capacity or another. Of the , students, 7 (28%) are students who receive speech and language services, all others are learning support students who receive both pull out and push in resource room services.

By the end of the year it became clear that we were understaff and and that communications needed to be improved between the teaching staff, the special education administrator, and the consultants. This was particularly evident by the excessive wait time between permissions to evaluate and the evaluation itself. This was not discovered until the end of the year and is now being addressed by making a number of changes next year.

In school year, 2010 - 2011, Sankofa Freedom Academy will hire an additional special education teacher and a new part time special ed administrator. The structure of the program will continue to be a combination of push-in, pull-out, resource room. In addition, new requirements are being placed in consultanting contracts which tie compensation to the timely completion of evaluations. In addition, this year, Sankofa Freedom Academy will also launch its Co-teaching initiative which pairs a special education teacher with a regular education teacher for a total inclusion approach to service delivery.

In school year 2009-2010, our special education teaching administrator submitted weekly telephone logs to document their mandatory bi-weekly contact communications parents. Teachers also completed weekly progress reports that were given to parents. In addition two special education parent meetings are scheduled to insure that the partnership between home and school remains strong, that families are clear about their rights and that Sankofa Freedom Academy and all institutional partners are clear about their responsibilities. This number will be increased to four next year.

All special education children participate in the range of programs and electives available to Sankofa Freedom Academy students including, art, language, computer technology, movement, theater, and Rites of Passage. In fact, one of the highlights of the year was the inclusion of one of the special education students in the theatrical production, *The Piano Lesson* by August Wilson.

To provide greater support to special education students who have secondary behavioral concerns, a standing functional behavioral assessment team will convene regularly to develop behavior plans designed to assist special needs students in being successful in the classroom and positive as members of the Sankofa Freedom Academy community from a socialization perspective. Finally, to provide much needed therapeutic services to some of our special needs students, we are enlisting the services of our community partners Carson Valley Children’s Aid Society to provide behavioral support.

Clearly, Sankofa Freedom Academy Charter School understands that one of the keys to successfully serving students with special needs and their families is on-going staff development. Sankofa Freedom Academy’s staff development includes monthly “special moments” so that staff and administration is kept abreast of special education policies and procedures. In addition, staff development includes sessions related to inclusive practices, the development of accommodations and modifications, and other differentiated instructional techniques.

## Special Education - Attachments

- Sankofa Freedom Academy Special Education Addendum
- Sankofa Freedom Academy Special Education Policy and Procedures

## Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Benjamin Slater	1.00	Learning Support	Sankofa Freedom Academy Charter School	32	Although Ben general provides learning support, he also provides support in other areas such as emotional and autistic

## Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
none	0	none	none	0	none

## Special Education Program Profile - Chart III

Title	Location	FTE
School Psychologist	Sankofa Freedom Academy	1.00
Speech Pathologist	Sankofa Freedom Academy	1.00
Instructional Assistant	Sankofa Freedom Academy	.50

## Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual Title/Service Amount of Time Per Week

none	none	none
------	------	------

## SECTION IV. ACCOUNTABILITY

### Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
Acruity	No	Yes	Yes	No	No	No
PSSA	No	No	No	Yes	Yes	No

### Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
Acruity	No	No	No	Yes	No	No	No

### Student Assessment

This is our first year. We opened September of 2009. Presently, we are still awaiting the results of the acruity test which was given in May of this year. The results of our first PSSA have been preliminarily provided but the official disaggregated data is not yet provided.

### Student Assessment - Attachment

- Local Test Results Statement

### Teacher Evaluation

# **Sankofa Freedom Academy Charter School**

## **Teacher Evaluation Plan**

In keeping with the Freedom School African Centered educational approach of the Sankofa Freedom Academy School, teacher evaluation is a part of a larger system of communal accountability which requires everyone be reflective members of the community and engage in self, collegial, and institutional assessment. At Sankofa Freedom Academy the voice of each member of the community is valued and everyone participates in describing the efficacy of the whole. Thus, the teacher evaluation plan at Sankofa Freedom Academy consists of the following components:

1. Self Assessment and Reflection Throughout
2. Collegial Assessment / Critical Friendship
3. Teacher Portfolio and Journaling
4. Teacher Observation: Formal, Informal, Internal, and External
5. Analysis of Student Performance Data
6. Teacher Professional Performance Data
7. Qualitative Data Collection from Parents, Students, and Team Members
8. Outside evaluation by certified principal
9. Final Conference using state evaluation instrument and supporting data

### **Self — Assessment and Reflection**

Throughout the year, teachers will be encouraged to reflect on their practice through a variety of methods. Teachers are encouraged to journal about their experiences. As a part of the daily lesson plan, teachers are asked to reflect on the effectiveness of their instruction. Teachers are asked to reflect in staff development sessions particularly at the beginning of the year, during the mid-year retreat, and at the end of the year. A sample reflection tool is attached. Upon being formally and informally observed, teachers are asked to use the instrument to evaluate their own performance and are expected to participate actively in the observation conference, which follows both informal and formal observations.

**Collegial Assessment / Critical Friends** — Teachers are asked to identify critical friends. Critical friends are given opportunities to observe one another using the observation rubric. Critical friends then meet and are expected to provide helpful feedback.

### **Teacher Observations:**

1. Informal observations are conducted by peers and by Sankofa Freedom Academy's Lead Teacher, who serves as the Lead Academic Coach for Sankofa Freedom Academy.
2. The CEO observes using the attached teacher observation rubric and conducts a follow up conference. Present at this conference is the Sankofa Freedom Academy Lead Teacher, the teacher, and the CEO. The teacher may invite a critical friend, team leader or anyone else that he or she may find helpful.

3. Teacher observations are then conducted by an external educational consultant and member of our advisory council, M. Sabriya Dempsey is credentialed with a k-12 principal's certificate.

### **Preparation to Participate in Evaluation**

Preparations for community members to participate in peer, and institutional assessment lie in the on-going development of all members of the Sankofa Freedom Academy family in the mission, vision, and philosophy of the school, as well as in the policies, procedures, and statures that guide the delivery of free and appropriate education for all students. As is indicated in the Professional

Development plan there is on going professional development in the areas of special education, ELL, Service Learning, Differentiated Instruction, and other areas critical to the mission and vision of the institution.

### **Teacher Evaluation - Attachment**

- SFACS Teacher Observation Rubric

## **SECTION V. GOVERNANCE REQUIREMENTS**

### **Leadership Changes**

During this our first year our founding Board has expanded to include representatives as set forth in our original proposals as well as an additional member from the wider Freedom School community who is a facilities project manager. As set forth in our proposal, Communities In Schools of Philadelphia is the lead agency for Philadelphia Freedom Schools. We expanded our Board to include a member of Community In Schools administrative group who is an expert in facilities management. This seemed prudent considering our need to expand our facility and look for a new one.

The representatives that were added to the Board of Trustees as per our Charter Proposal are as follows:

Student Representatives: Giovanni Ramos and Rayon Hurde

Parent Representative: Samia Akoma

The aforementioned representatives were elected by their various constituency groups.

In September, we will elect a teacher representative as well.

### **Board of Trustees**

Name of Trustee Office (if any)

---

Stacy Holland	Chairperson
Steve Blackburn	Vice-Chairperson
Phil Lord	Treasurer/Legal Advisor
Diane B. Holliday	Secretary
Tanya Mack	Member
Erika Woods	Member
Samia Akoma	Parent Representative
Rayon Hurde	Student Representative
Giovanni Ramos	Student Representative

## Professional Development (Governance)

The Sankofa Freedom Academy Board of Trustees participates in on-going development opportunities. During the first Sankofa Freedom Academy retreat Board members participated in sessions designed to position them for their role as governors in collaboration with founding administration

The Board legal counsel is a member of the Sankofa Freedom Academy Board of Trustees and its treasurer. In addition to his other duties he is charged with insuring that all new board members are made clear concerning their responsibilities particularly as they relate the Pennsylvania Sunshine Act and the Right To Know Law.

In keeping with the Sunshine Law and the spirit of communal accountability which is a foundational tenet of the African Centered value system which guides Sankofa Freedom Academy Charter School, Sankofa Freedom Academy has committed itself to the consistent enforcement of the Pa. Sunshine Act. Sankofa Freedom Academy acknowledges "the right of the public to be present at all meetings of agencies and to witness the deliberation, policy formulation and decision making of agencies. To insure the parents and other stakeholders are aware of Board meetings, Sankofa Freedom Academy Charter School advertises each Board meeting in the local newspapers. In addition, parents are notified of board meetings through written notices that are sent home. Notice of Board Meetings is posted in public places, including the front lobby. Notification of Board Meetings is included in the yearly calendar that is given to parents at the opening parent orientation for the year, appears in the monthly newsletters, and has been published in the Philadelphia Tribune.

The Sankofa Freedom Academy board scheduled monthly meetings during the course of the year. Ad Hoc meetings are called when needed but are advertised in keeping with the Sunshine Act. In the upcoming year, there are monthly meetings planned as indicated by the attached schedule of Sankofa Board of Trustee Meetings for 2010 - 2011. These meeting will be advertised in the Northeast Times, the Philadelphia Tribune, the Sankofa Bird newsletter, and will be posted on our website.

Sankofa Freedom Academy legal counsel is scheduled to conduct a Board training sessions in July, 2010 to insure familiarity of each board member with Public Law 390, which

requires all public records be made available to the public except those prohibited by law. Sankofa Freedom Academy Charter School board of trustees are aware of their responsibility pursuant to the Federal Education Rights and Privacy Act to not disclose any information from a student's permanent record except as authorized or in response to a subpoena as required by law. This notwithstanding, Sankofa Freedom Academy acknowledges the rights of parents or guardians of a student under the age of 18 years of age, or a student 18 years or older is entitled to access to the student's school records by submitting a written request to the CEO.

In addition to the aforementioned statures, Sankofa Freedom Academy Board Training is scheduled for August, 2010 and is scheduled to include but is not limited to the following topics:

- Team Building
- Consensus decision making
- Sankofa Freedom Academy Policy and Procedures
- Legal Responsibility
- Sankofa Freedom Academy Grievance Procedures
- Special Education Institutional Responsibilities
- Board Responsibility
- Board Liability
- Confidentiality
- Understanding the Budget
- Ethics and Educational Leadership
- Institutional Evaluation Models

All members are expected to attend. Finally, Sankofa Freedom Academy Board has purchased a manual entitled *The Charter School Board University: An Introduction to Effective Charter School Governance* by Brian Carpenter published by the National Charter School Institute. This manual will be utilized in the upcoming Board retreat and will be discussed as a part of the monthly Board meetings during 2010-2011.

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

### **Board and Management Coordination**

Sankofa Freedom Academy School has established a strong working relationship with administration, staff, parents, and community partners. The Board Vice-Chairperson maintains a presence in the school, serves as the liaison between Sankofa and our partner Carson Valley Children's Aid. This partnership allows us to run our after school program and summer Freedom School program.

Sankofa Freedom Academy Charter School is also privileged to have as its President, Stacy Holland, who is the Co-President of Philadelphia Youth Network. In that capacity she works closely with the Superintendent of our chartering district, the School District of Philadelphia. This spring, Ms. Holland collaborated with Superintendent Ackerman and her staff to formulate a summer program that links students from the school district with summer employment. From our inception, Ms. Holland has assisted the Board and administration of Sankofa in building positive links to the administration of the School District, the Reinvestment Fund, PYN, and Communities In Schools.

In addition Sankofa Freedom Academy Charter School prides itself in having a "working" board of trustees, which partners with staff in addressing educational concerns within the institution. Board member Diane Holliday is a veteran educator and master teacher who has conducted several staff development sessions with our staff. Board representatives collaborate with subcommittees that relate to Special Education, Staff Development, Teacher Induction, Grant Writing and Fundraising.

Board representatives are almost always present at programs, celebrations, and forums organized by the school. One hundred percent of the Board made financial contributions to the school. These various interactions insure that communications readily and easily flow between the board and the present management team of Sankofa Freedom Academy Charter School. This oneness of purpose and operational harmony has grown since the establishment of our monthly dinners between Board and the founding staff, called Dinner Big Talk!

As indicated before, the Sankofa Freedom Academy 's Board of Trustees and administrative team enjoys productive and harmonious relationship with leaders within the chartering district. In addition, Sankofa Freedom Academy participates monthly in meetings and trainings held by the School District of Philadelphia Office of Charter Schools. The Sankofa Freedom Academy Charter School administration and its delegates participate in monthly special education meetings organized by the School District's Office of Specialized Services. The CEO of Sankofa Freedom Academy has led staff developments and participated in committees within the established by the School District of Philadelphia and seeks even more opportunities to work in conjunction with the chartering district. In general, Sankofa Freedom Academy Charter School is proud to say that has forged a solid partnership internally as board, staff, parents, and students move forward with singularity of purpose. Sankofa Freedom Academy is also proud of the strong collaborative relationship that exists between the board and staff of Sankofa Freedom Academy and the staff of the School District of Philadelphia Central Administration.

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

- Sankofa Freedom Academy CS Board of Trustees Schedule 2010-2011

## **Community and Parent Engagement**

From its inception, Sankofa Freedom Academy Charter School has consisted of a coalition of community members, parents, school based educators, and community based educators. This partnership has continued as Sankofa Freedom Academy has grown into an institution. With Sankofa Freedom Academy mission and vision, Sankofa's Board of Governance consist of community, parent and student representation.

In addition Board, parent, and community members work together on planning subcommittees, the Sankofa Gardening Project, the Sankofa/ CVCA After School program and the Sankofa/CVCA Freedom School. Side by side board members, parents, scholars and community members work together on a variety of school based and community programs.

The Board of Sankofa Freedom Academy continues to extend opportunities for parents to volunteer in the school and be a part of subcommittees within the school. This year there was not one single day that one or more parents were not in Sankofa Freedom Academy School serving as volunteers working side by side with staff and conferring and interacting directly with Board Members.

Sankofa Freedom Academy boast of an independent Parent's Organization that emerged from the energy and enthusiasm of parents to be involved in the life of the school. This group of committed parents, with the encouragement of the Board of Trustees, has conducted a number of on going fundraisers for the children of the school. It was the collaboration between the Board and Parents that enabled us to raise \$10,000 for our book fund and \$5000 for the children of Haiti.

As is indicated in the organizational resources chart, Sankofa Freedom Academy also has partnered with a variety of community organizations which bring life, energy, wisdom and various skill sets into the Sankofa Freedom Academy community. These are just a few of the ways the leadership of Sankofa Freedom Academy participates with parents in “villaging” for the success of our students.

Major partnerships exist with the following organizations:

**Philadelphia Freedom Schools** (Communities In Schools of Philadelphia)

Our partnership with Philadelphia Freedom Schools has provided our scholars and servant leadership training opportunities and participation in Junior Servant Leadership Summer Project. Members of Communities and Schools have also provided consultation for subcommittees on curriculum, professional development, and facilities. Presently a member of the administration of Communities in Schools serves on our Board of Trustees.

**Philadelphia Youth Network**: Our partnership with Philadelphia Youth Network provides assistance with placing our 9th grade servant leaders in summer positions that provide work ready experience with a service and academic component.

**Temple Urban Education Department**: Temple Urban Education department sponsored a full day a Temple for our Scholars which enabled our 9th grade servant leaders to attend classes.

**Carson Valley Children's Aid**: CVCA partner with Sankofa Freedom Academy to provide services in the behavioral health.

**Frankford Neighborhood Center**: FNC in collaboration with CVCA sponsors our Afterschool program and our Freedom Summer School.

**Frankford Horticultural Society**: FHS is presently working with Sankofa Freedom Academy on a Gardening Project.

**Neighbors United American Members Veterans and Warriors of the Historical and Patriotic Society of African Americans in the Northeast**:

Sankofa board and administration has partnered with this community based historical society to promote the legacy of Blacks in Frankford in the Northeast.

## **SECTION VI. FINANCIAL RESPONSIBILITIES**

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

The Board and Administration of Sankofa Freedom Academy launched three major fund raising initiatives.

1. Sankofa competed for and received a grant from the Donaldson Corporation and received \$10,000 for computers, books, and student incentive trips.

2. Sankofa Book Drive: The Sankofa Book Drive yielded over 1000 books and over \$10,000 donated by businesses, community organizations, parents, board members, advisory council members, faith based organizations and students.

3. Sankofa Freedom Academy raised \$5000 to donate to the people of Haiti for relief efforts.

In school year 2010-2011 we will work to raise more funds for books, transportation, and the Sankofa international service project.

## **Fiscal Solvency Policies**

The Administration of Sankofa Freedom Academy Charter School maintains fiscal solvency due to a strict adherence to conservative budgeting. In its first year of operation, Sankofa implemented fiscal spending policies that achieved the maximum efficiency. Due to delays in receiving federal and state funds, the Administration was forced to finance expenditures such as leasehold improvements, furniture and equipment. Sankofa ended the school term with a substantial surplus and more than \$400,000 in accounts receivable and less than \$30,000 in accounts payable. To ensure that students had a safe and clean environment, approximately \$200,000 was invested in leasehold improvements. Sankofa has recently applied for a \$75,000 line of credit with a financial institution.

## **Accounting System**

Sankofa's accounting system is maintained by a Certified Public Accountant on QuickBooks Premier 2009. The Pennsylvania State Chart of Accounts is the basis for the number and classification of the general ledger. The budgeting, accounting and reporting systems prepared by Sankofa comply with all of the representations and disclosures required by Generally Accepted Accounting Principles (GAAP).

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

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

- Preliminary Statement of Revenue, Expenditures and Fund Balance

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

Sankofa Freedom Academy Charter School recently completed its first year of operation, 2009-2010. Therefore, the school does not have an audit report to submit for the 2008-2009 school term. However, Sankofa has selected J. Miller & Associates as its audit firm. This selection was based on the review of proposals that were submitted by four audit firms in response to a Request for Proposal initiated by Sankofa.

Sankofa has scheduled fieldwork to begin in August 2010, and the final audit report to be completed before December 2010.

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

- Auditing Statement

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

This is the first year of operations for Sankofa Freedom Academy Charter School, therefore there have been no state audit reports as of yet.

## **SECTION VII. FACILITY RESPONSIBILITIES**

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

In its first year of operation, Sankofa made significant investment in leasehold improvements, furniture and equipment to create an environment conducive to learning. Sankofa currently leases a former Catholic school which required esthetic work to inspire young people. The building was equipped with new classroom and office furniture. The investment was as follows:

Leasehold improvements - \$177,855

Building repairs - \$8,909

Furniture/equipment - \$95,527

Technology - \$34,367

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

During the first three years of Sankofa's charter, the school will grow at a rate 100 students per year. The existing facility lease is for two years with an option for annual extensions. Sankofa is aggressively seeking a facility to lease that will allow for the expansion in year three, 2011-2012.

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

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

The health and welfare of our scholars, servant leaders, and staff are of paramount importance to the Board and administration of Sankofa Freedom Academy. Therefore, we have established the position of health and wellness coordinator. The health and wellness coordinator works in collaboration with the School Nurse and the Director of Operations to insure the safety and well being of all members of the community. To this end, regular fire drills have been established throughout the year, along with seminars and workshops on a variety of relevant topics. These workshops include nutrition and healthy eating, fire safety, hand washing and sanitation.

As Sankofa Freedom Academy begins its second year, it is with a commitment to implement its Safety Plan with even greater fidelity with special attention given to infusing health and safety requirements across all grade levels. Sankofa Freedom Academy is proud to have completed its Safety Plan for School Year 2009-2010 and will update it for 2010-2011. As the plan indicates we have established protocols for Fire Drills, Safety Evacuations, and responses to a range of emergencies. During the course of this our first year, we worked to establish monthly fire drills. Although, we did not do so with required regularity in the beginning, we hit our stride in the second half of our year. Although, we only held 8 fire drills during last year each was extremely successful and one was observed by the fire department. We do understand that this is not sufficient and we are committed to fulfilling our responsibility with regard to fire safety in school year 2010-2011. As is evidenced by the attached document, we fully intend to hold the required 20 fire drills (2 per month) during school year 2010 - 2011. Attached please find our safety plan and our fire drill plan for the upcoming school year.

#### Health, Wellness, and Nutrition

Sankofa Freedom Academy is committed to the holistic development and healing of our children and communities. The appointment of an Health and Wellness Coordinator is just one indication of high important we view our responsibility to address the health crisis within our families and communities. Our health and wellness coordinator collaborates with our RN to provide services to students who are not feeling well, but also serves as an on site health and nutrition educator.

Consistent with our wellness policy, Sankofa Freedom Academy has integrated healthy eating, nutrition, and physical activity across the curriculum. Elementary scholars have outdoor recess throughout the year weather permitting. All elementary and secondary scholars have weekly opportunities for fitness and nutrition based classes and seminars throughout the year, this includes fitness, cultural movement, martial arts, yoga, and dance. Movement has also been made an important part of the theater elective. Nutrition is included as a part of the Rites of Passage program and infused throughout the Social Studies curriculum. As a part of students daily affirmation, they commit themselves to good health and good habits of the mind, body, and spirit. During the year, Sankofa Freedom Academy participated in community service fitness activities such as the Alzheimer Walk for their elders. Finally, in the high school, every student is required to play an after school sport during at least one season of the school year. These sport team activities include soccer, track, basketball, baseball, cheerleading, and dance. Attached please find our wellness policy.

#### **Community Based Health Partners**

WE also have joined with a community based program the Northeast EPIC program. The EPIC program will partner with us to provide workshops and seminars with our scholars and servant leaders based on the following schedule:

### **Drug and Alcohol Awareness (September)**

The NE EPIC group will partner with the organization, "A Drug Free World" to provide drug and alcohol awareness presentations to Sankofa's 3rd, 4th, and 5th grade students, which consist of about 150 students. These workshops will take place during the month of September, with individual classes of about 25 students per class in the afternoon.

### **Domestic Abuse (October)**

During the month of October, the NE EPIC group will provide two speakers, one male and one female to speak to the 10th grade students at Sankofa Freedom Academy about Domestic Violence as it relates to teenage male/female relationships. This program will take place as part of Sankofa's Rites of Passage program (Monday/Wednesday around 10:00am). The NE EPIC group will also sponsor the food for this event.

### **Fire Safety (November)**

EPIC will partner with Sankofa and the Fire Department to have a the hold a fire safety poster contest that will culminate in a prize for the best poster and a visit from the neighboring fire department to talk about fire safety and present the poster award.

### **Child Safety (April)**

The NE EPIC group will collaborate with an organization to provide training to Sankofa Freedom Academy 10th grades students on how to facilitate a workshop with the younger students on "good and bad touching." The 10th graders will then, co-facilitate a workshop with that organization to 1st - 3rd grade students on "good and bad touching." The NE EPIC group will also provide a speaker from the Department of Human Services to facilitate a workshop educating Sankofa Freedom Academy staff on the DHS reporting requirements for child abuse. Sankofa Freedom Academy staff will be educated on when and what should be reported to DHS and what signs to look for when dealing with suspected child abuse.

Attached please find our safety plans, as well as our fire drill schedule for 2010-2011. Attached also is a statement in reference to the request for reimbursement for school health services. **Please note, as a first year school newly opened in September 2009, we will not file a request for reimbursement services until this October, 2010.**

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

- Sankofa Fire Drill Schedule and Codes
- Request for Reimbursement for Health Services Statement
- Safety Plan
- Sankofa Freedom Academy Wellness Policy

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

Sankofa currently has the following insurance coverage:

Commercial General Liability coverage with limits:

- General aggregate - \$2,000,000
- Per occurrence - \$1,000,000
- Personal and advertising injury - \$1,000,000
- Fire damage and legal liability - \$1,000,000
- Medical expense - \$10,000

Workers' Compensation and Employers' Liability:

- Bodily injury by accident - \$500,000
- Bodily injury by disease - \$500,000

Automobile Liability:

- Combined single limit - \$1,000,000

Professional Liability: Educators Liability, Directors and Officers Liability, Malpractice and Errors and Omissions

- General aggregate - \$1,000,000
- Per occurrence - \$1,000,000

Excess Umbrella Liability:

- Per occurrence - \$5,000,000

Medical Insurance:

- Keystone Health Plan East

Dental Coverage:

- United Concordia

Disability (Short-term and Long-term) and Life Insurance

- Reliance Insurance

The supporting Accord Certificate of Insurance Liability is attached.

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

- Certificate of Insurance July 2010

## **SECTION IX. ADMINISTRATIVE NEEDS**

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

Sankofa Freedom Academy Charter School is committed to having caring, committed capable staff. To this end we are doing everything possible to obtain and maintain a professional staff that is 100% highly qualified and at least 75% certified. We have 35 staff members in all. Of the 35 staff members, fifteen are teachers who are defined in the guidelines of this document as professional.

We started this year with 11 teachers who were fully PA certified. Three more teachers provided evidence of having completed all requirements for certification. One of these teachers was waiting for her permanent resident papers (green card). It has still not come. Two others indicated they were waiting on their universities to apply for certification. When certifications did not come we followed up and found that financial obligations to the universities held up the request for certifications. The aforementioned teachers are all HQT and have fulfilled their Praxis requirements. One of these situations has since been cleared up and certification should be forthcoming. The last of the "uncertified" teachers is actually a certified secondary math teacher from Illinois. We submitted all his paper work from Illinois. Illinois gives state qualifying test that is different from the Praxis. Unfortunately, Pa. is one of the few states in the United States that refuses to grant reciprocity for teacher certification. Our Illinois certified teacher after months of awaiting feedback from PDE was informed that he needed to take the content Praxis. He passed the content Praxis but now has been informed that he needs Praxis 1 as well. He has been deemed highly qualified and will take Praxis 1 this summer. This would have been done earlier had it been made clear. Please note that all of the aforementioned teachers have HQT status even though their certifications are pending.

During the course of the year we lost one teacher in October due to a stress related disability. We replaced her with a long term substitute who was serving as a Title One instructional support specialist. By years end all of our teachers with the exception of the long term substitute were deemed highly qualified. This gave us an HQT rate of 94% by years end

and a 67% certification rate. Based on new hires for next year, we will begin school year 2010-2011 with 100% HQT and 87% certified.

In terms of retention, we are a first year school so we do not have a previous year to use for comparison. We are gratified that 100% of our teachers asked to return. We decided to replace two of them next year in order to strengthen our program. Only one teacher changed her mind about returning. Due to immigration frustrations she is relocating to Canada. Overall, we are pleased to move into next year with an experienced stable staff dedicated to the mission and vision of our school.

## Quality of Teaching and Other Staff - Attachments

- PDE-414
- Staff Profile Certification Statement - ESPP

## Student Enrollment

Sankofa Freedom Academy is designed to be a k-12 school. During school year 2009-2010, in order to enter kindergarten, one needed to be 5 years old by September 1, 2009. In order to enter 1st grade, one needed to be 6 years old by September 1. Sankofa Freedom Academy has dropped its first grade requirement for 2010, providing the first grade student has been promoted from kindergarten. This is consistent with changes with the admissions policy for 1st grade students in the chartering district.

Below please find enrollment information by grade for Sankofa Freedom Academy Charter School for School Year 2009 - 2010.

Grade	Initial Enrollment	#Dropped	# Added	Total
K	29	8	7	28
1	55	7	6	54
2	57	4	3	56
3	52	13	15	54
4	55	12	10	53
9	48	10	12	50
TOTAL:	296	54	53	295

In general, Sankofa families were pleased with the experience that their children received. For some families, the strict adherence to policies around violence and threats required more parental involvement and mandatory meetings than they were prepared to commit. A few of these parents who withdrew their children have asked to return this year and understand better why we insist on maintaining a "no bullying, no fighting" environment. Very few parents left Sankofa because they were unhappy with the school or administration. Several families moved and/or found transportation too unreliable. Two families withdrew because of the academic rigor. In these cases, the children and parents felt they could do less work and get better grades elsewhere. Fortunately this perspective represented the viewpoint of very few of our families. Finally, some parents withdrew their children to avoid the escalating consequences as set forth in broken behavior contracts or the contract of mutual responsibility which sets forth our zero tolerance policy.

In conclusion, Sankofa Freedom Academy Charter School was chartered to enroll 300 children in its first year. There were moments that we reached our "magic number". Throughout the year, we hovered very close to that number and at times surpassed it by one or two. In terms of next year out of the 295 scholars enrolled at the end of the year 281 have registered to return. This represents a 95% return rate. Presently, we have families on our waiting list for each grade, as we move forward into school year 2010-2011.

## **Student Enrollment - Attachment**

- Sankofa Freedom Academy Admissions Policy

## **Transportation**

Bus services are provided to our students through the School District of Philadelphia. Approximately 15 of our students use private van service and are shuttled to a nearby before and after school program. We have one ninth grade special education student who is serviced by the School District of Philadelphia bus system instead of providing a tranpass for independent transport on public transportation. This arrangement has been satisfactory to date.

## **Food Service Program**

Sankofa Freedom Academy Charter School participates in the federally funded free and reduced lunch program and is serviced through CBS Food Services. This program provides snack for our entire school population and lunch for 239 or (80%) of our student body. Presently, Sankofa Freedom Academy Charter School does not provide breakfast.

## **Student Conduct**

In its first year, Sankofa Freedom Academy Charter School worked to establish a safe orderly atmosphere for its students. We took a very serious no nonsense approach to violence, threats and bullying. We also worked hard to protect the academic environment. When at all possible, we dealt with consequences from a restorative justice perspective. We invested time and staffing in doing conflict resolution and mediation work. In keeping with 22 Pa. Code 12, we made sure students and their families were clear about rules and about consequences. In the event that a student is suspended the reasons for suspension are provided in writing and the students and parents have opportunities to discuss the incidents, provide written statements, and provide witnesses. Formal meetings are normally chaired by the Dean of Students. Upon request a parent can meet with the CEO to discuss discipline concerns. We have also provided in writing the due process procedures to parents in the event that suspension or even expulsion is warranted. We pledge to work even more diligently in the future to insure that students receive due process in the event of suspensions or expulsions and pledge also to be mindful of the need to insure that the educational program of students is not disrupted due to disciplinary actions.

In terms of suspensions 46 students were involved in 64 suspension incidents. Attached please find a copy of The Sankofa Freedom Academy Charter School discipline code.

## **Student Conduct - Attachment**

- Sankofa Discipline Code

## Signature Page

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

**School Year: 2010**

The Sankofa Freedom Academy Charter School within Berks County IU 14 assures that the charter school will comply with the requirements of 22 Pa. Code Chapter 711 and with the policies and procedures of Pennsylvania Department of Education (PDE). PDE will specify, in writing, policies and procedures to be followed. Requests for any deviations from these regulations, policies, and procedures must be made in writing to PDE. The charter school assures:

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

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

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

\_\_\_\_\_  
**Date**

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

\_\_\_\_\_  
**Date**

**Verify that all DATA reports to PDE are complete**

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

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

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

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

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

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

**Name:** Ayesha Imani    **Title:** Dr.  
**Phone:** 215-288-2001    **Fax:** 215-288-2099  
**E-mail:** ayeshaimani1@aol.com

---

*Signature of the Chief Executive Officer and Date*

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

**Name:** Stacy Holland    **Title:** Ms.  
**Phone:** 267502-3725    **Fax:** 267-502-3801  
**E-mail:** sholland@pyninc.org

---

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

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

**Name:** Benjamin Slater    **Title:** Mr.  
**Phone:** 215-288-2001    **Fax:** 215-288-2099  
**E-mail:** b.slater@sfacs.us

---

*Signature of the Special Education Contact Person and Date*

### **Signature Page - Attachment**

- Signature Page Annual Report 2010