
Pennsylvania Department of Education



Commonwealth of Pennsylvania
Department of Education
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Charter Annual Report
Tuesday, October 12, 2010
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CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Summary Data Part I

Charter School Annual Report Summary Data 2009 - 2010

Name of School: Freire CS

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

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

Grade Level: 9th-12th grades **Hours of Operation:** 8am-5:00pm

Percentage of Certified Staff: 86% **Total Instructional Staff:** 36

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

Attendance Rate/Percentage: 93.18%

Summary Data Part II

Enrollment: 454 **Per Pupil Subsidy:** \$8,183.58 Regular Education; \$17,788.75 Special Education

Student Profile

American Indian/Alaskan Native:	0%
Asian/Pacific Islander:	.4%
Black (Non-Hispanic):	98.8%
Hispanic:	.6%
White (Non-Hispanic):	.2%
Multicultural:	Unknown

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:
76%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 62

Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	0	0	0	0	0	179	179
Instructional Hours	0	0	0	0	0	1008.29	1008.29

SECTION I. EXECUTIVE SUMMARY

Educational Community

Organization Description

Freire Charter School is a small, open-enrollment public high school located in downtown Philadelphia that offers a college preparatory education to mostly low income students from all across the City. Since the school's opening in 1999, Freire Charter has prepared hundreds of students to attend and be successful in college by providing an educational environment that focuses on collaborative, experiential learning and critical thinking in an atmosphere of complete safety and non-violence. The school is constantly inspired by and draws heavily on the teachings and philosophy of Brazilian master-educator Paulo Freire. Our respect for "student voice"- for placing students in the center of teaching and learning, peacemaking and policymaking- at the school comes directly from Freire's notions that we must prepare the student to become an enlightened actor and thinker in every environment and every situation. FCS focuses particularly on the individual avenues of problem solving, freedom, and critical thinking, and the collective values of nonviolence, safety, community and teamwork.

Freire Charter began by serving students in grades 8 to 12, but after several years of careful self-examination, the school chose to eliminate the 8th grade program so that we could focus solely on high school aged students. For the past six years, the school has educated approximately 440 students per year in grades 9 to 12. FCS offers our students small classes, a rigorous academic, college preparatory curriculum, an environment that rewards pro-social behaviors, frequent opportunities to discuss civic activism and become involved in community improvement projects, therapy services, mentoring, after-school programs and tutoring, and deeply committed and caring teachers, administrators and other staff members.

Freire's combination of a safe learning environment with a strict adherence to an extensive disciplinary code and emphasis on rigorous, college preparatory learning utilizing critical thinking and problem solving has led our students to achieve at high academic levels. Our school has earned the Governor's Keystone Award for Achievement for consistent academic excellence. The school now ranks among the top in the City for academic achievement, despite enrolling students with very low levels of academic skills from Philadelphia's most disadvantaged neighborhoods.

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

- 1) The classroom extends beyond school walls. We utilize the City of Philadelphia as much as possible.
- 2) Reading is the most important part of the learning process. Our younger students focus on reading first and foremost.
- 3) We insist that all FCS seniors complete a rigorous, intensive year long senior project that holds social change at its core.
- 4) Student voice is essential to making a school work successfully, and so are the voices of parents, teachers and community members.
- 5) We are a learning to learn organization, ensuring that learning and excellence happen at all levels and everywhere.
- 6) Freire is a completely nonviolent school — we are not just free from physical violence, but also from emotional and mental violence. Our peer mediator program makes this possible.
- 7) Freire students are exposed to many extra-curricular activities such as: basketball, book club, video production, music and musical writing, drama, art, chess club, dance group, soccer, track, and football.
- 8) Relationships between teachers and students are at the heart of every decision we make. These relationships need to be of mutual respect, love and friendship between the student and the teacher (Freire, 1971).

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

Mission

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

Vision

Freire's school vision is as follows:

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

Freire's pedagogical vision is as follows:

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

Shared Values

Freire's core values are: safety, love, professionalism, integrity, accountability and excellence.

Our value statement reads as follows:

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

Academic Standards

Freire Charter School is completely dedicated to our primary academic standard: that all of the students who come through our doors will be prepared with the academic and social skills they will need to succeed in college and beyond after they graduate from our school at the end of 12th grade. For the past three years, our teachers and administrators have been meeting regularly and working collaboratively to define what we mean by college preparation for our students, and creating the tools and environment that will support this goal. We have developed a large set of initiatives to prepare our students for college, with 21 individual elements.

All of our academic standards are developed around what we believe must be done to prepare our students for success in college. We have determined that our students must master the content of the Pennsylvania Academic Standards in all areas in order to be able to thrive academically when they reach college. The Pennsylvania Standards in all areas have been adopted as the standards for Freire Charter School, and we have set goals based on the Pennsylvania State Assessments (PSSAs) and Assessment Anchors that are directly linked to proficiency on the Standards. Our short term goals, adopted in 2008, are in the areas of Math, Reading, Writing and Science.

- **MATH Goal.** By the end of 2010-2011 school year, 60% of all Freire students in grades 9 to 12 will be proficient or advanced in math as measured by the PSSA or other local standardized assessment tools. [**MET AS OF SPRING 2010**, NEW GOAL for 2011: 75%]

- **READING Goal.** By the end of 2010-11 school year, 90% of all students in grades 9-11 will be proficient or advanced in reading as measured by the PSSA and other local tests. [NOT YET MET AS OF SPRING 2010]

- **WRITING Goal.** By the end of 2010-11 school year, 90% of all students in grades 9-11 will be proficient or advanced in writing as measured by the PSSA and other local tests. [**MET AS OF SPRING 2010**, NEW GOAL for 2011: 95%]
- **SCIENCE Goal.** By the end of the 2010-11 school year, 50% of all students in grades 9-11 will be proficient or advanced in science as measured by the PSSA or other local standardized assessment tools. [NOT YET MET AS OF SPRING 2010]

Our academic standards are adopted directly from the Pennsylvania Academic Standards. They are summarized below.

- **Reading, Writing, Speaking, and Listening:** Students will learn to read independently; read critically in all content areas; read, analyze, and interpret literature; produce different types of writing at a high quality level; demonstrate speaking and listening skills; understand the characteristics and function of the English language; and conduct research.
- **Mathematics:** Students will understand the following concepts: numbers, number systems, and number relationships; computation and estimation; measurement and estimation; mathematical reasoning and connections, mathematical problem solving and communication; statistics and data analysis; probability and predictions; algebra and functions; geometry; trigonometry; and concepts of calculus.
- **Science and Technology:** Students will study and understand the natural world and facts, principles, theories and laws in the areas of biology, chemistry, physics and earth sciences. In technology, students will study the application of science to enable societal development including food and fiber production, manufacturing, building, transportation and communication. Science and technology share the use of the senses, science processes, inquiry, investigation, analysis and problem solving strategies.
- **Environment and Ecology:** Students will understand the components of ecological systems and their interrelationships with social systems and technologies. These components incorporate the disciplines of resource management, agricultural diversity, government and the impact of human actions on natural systems. This interaction leads to the study of watersheds, threatened and endangered species, pest management and the development of laws and regulations.
- **History:** Students will study and understand the record of human experience including important events; interactions of culture, race and ideas; the nature of prejudice; change and continuity in political systems; effects of technology; importance of global-international perspectives; and the integration of geography, economics and civics studies on major developments in the history of the Commonwealth, the United States and the world.

- **Geography:** Students will study and understand relationships among people, places and environments, of geographic tools and methods, characteristics of place, concept of region and physical processes.
- **Civics and Government:** Students will study and understand United States constitutional democracy, its values and principles, study of the Constitution of the Commonwealth and government including the study of principles, operations and documents of government, the rights and responsibilities of citizenship, how governments work and international relations.
- **Economics:** Students will study and understand how individuals and societies choose to use resources to produce, distribute and consume goods and services. Students will also study and demonstrate knowledge of how economies work, economic reasoning and basic economic concepts, economic decision making, economic systems, the Commonwealth and the United States economy and international trade.
- **Humanities:** Students will study dance, theatre, music, visual arts, language and literature including forms of expression, historical and cultural context, critical and aesthetic judgment and production, performance or exhibition of work.
- **Career Education and Work:** Students will understand career options in relationship to individual interests, aptitudes and skills including the relationship between changes in society, technology, government and economy and their effect on individuals and careers. Students will develop knowledge and skill in job-seeking and job-retaining skills.
- **Health, Safety and Physical Education:** Students will study concepts and skills which affect personal, family and community health and safety, nutrition, physical fitness, movement concepts and strategies, safety in physical activity settings, and leadership and cooperation in physical activities.
- **Family and Consumer Science.** Students will understand the role of consumers as a foundation for managing available resources to provide for personal and family needs and to provide basic knowledge of child health and child care skills.

Strengths and Challenges

Strengths for 2009-10:

Freire Charter School demonstrated a considerable number of our strengths this year, including taking our students to new levels of academic achievement in Math and Reading for the fourth year in a row, and exceeding Pennsylvania's state academic targets in both subjects by 17% and 13%, respectively. Our students also performed particularly strongly in Writing on the PSSA this school year, with almost all (93.7%) of our students reaching proficiency for their grade level or higher, compared to only 58% of students statewide. These results are extraordinary given that over two-thirds of our students are coming to the school below grade level in Reading, and 80% come to 9th grade at least 2 grade levels behind in Math. The complete dedication of our staff to doing "whatever" it takes to help our students to succeed academically, combined with the dedication of our students to taking advantage of every learning situation, has put our ambitious academic goals within reach for all of our students.

Instructional and Cultural Principles: Our academic program is guided by a set of 7 Instructional Principles, which emphasize effective, research-based practices for keeping our teachers and students focused on preparing our students to be engaged learners, leaders and teachers. These 7 Instructional Principles are at the core of every classroom lesson, and pervade the learning atmosphere. They are supported by a complementary group of 5 Cultural Principles that underlie all of our activities in the school. With these written Instructional Principles and Cultural Principles to follow, the staff at Freire Charter School is very clear with regard to the expectations for teaching, learning, and student conduct at the school. These expectations drive our students and staff to work every day to reach new heights of achievement rarely seen in inner city schools.

Non-violence: Another strength is our strict no violence policy, which is reinforced throughout every aspect of our school. Our students assist our staff with creating a safe and secure learning environment by promoting peace through serving as peer mediators, studying peacemaking activities, and taking action to reduce violence in their communities. Although many of our students find this policy very challenging because they come from environments and schools where physical and emotional violence are the norm, the staff works very hard to ensure that all students are aware of and adhere to our extensive disciplinary code. We believe that a safe and secure learning environment is essential for high quality teaching and learning to occur. This year we created a new symbolic uniform policy for entering Freshmen and Sophomores (the Junior Academy--Juniors and Seniors are part of the Senior Academy) that reinforces our behavioral code. All 9th grade students began in green uniform shirts that they could earn their way out of by proving that they could adhere to the school's behavioral requirements. The program was successful as a daily reminder of the importance of adhering to the school's disciplinary code and the demands of an academically rigorous environment. By the end of the year, nearly all of the 9th graders had earned their way out of the green uniform shirt.

We ensure that our school is a safe place to learn by enforcing our policy of non-negotiables in our community- the Three Ds of Defiance, Disruption and Disrespect are dealt with swiftly and handled with gravity. If the student cannot refrain from any of those 3 Ds as detailed in our Code of Conduct, they cannot remain at the school.

Our nonviolence policy was supported by new initiatives this year to increase communication with parents regarding discipline problems their children were having at the school. Rather than simply suspend the students for disciplinary infractions, we discussed the problem with the parent immediately, and had the parent come back to the school with the student to generate ideas for improving their child's behavior at the school. We also began holding detentions for our students at 6:30 in the morning, which was an effective deterrent for student conduct violations.

College Preparation: The school's 21 college preparatory initiatives serve to strengthen our school environment and provide a way to focus and organize our staff's and students' efforts. The program has been successful at focusing our students on college, as 96% of our Seniors graduated from high school, which is much higher than the Philadelphia graduation rate. Annual college matriculation rates of our graduated Seniors range from 94 to 98%. The graduating Class of 2009 and the Class of 2010 at Freire received over 3 million dollars in financial aid for college- approximately 30 thousand dollars per student. Our Junior and Senior Academies that focus on different aspects of preparing students for college were considered highly successful by our staff.

One of our college prep initiatives was Career Day, in which the students were presented with information on a wide variety of careers that required a college degree.

This year, we had a Dragon Cup competition all year where the four grades competed for a prize that was earned for positive behaviors and academic improvement. The students were very motivated by this competition, which was directed by our Freire Corps of school assistants. The Freire Corps of 4 assistants that helped to support a wide array of college prep initiatives and activities in the school was also new this school year (2009-10).

High Quality Staff: One of our particular strengths has been our dedicated staff of mostly younger teachers, the large majority of whom are Pennsylvania State Certified (86%). We have a very high teacher retention rate (approximately 90% per year), despite the fact that all of our teachers are involved in extra-curricular activities, and we expect all of our teachers to hold office hours after school to provide extra academic assistance to their students.

Electronic Communication: This year, we provided parents and students access to student grades through our Powerschool system. Many parents used the system, and

expressed a desire to see even more information through the system. The staff felt that the system was very beneficial to parents and students. The parents liked keeping track of their child's progress, and the students liked being directly aware of their grades as they developed throughout the year.

Breakfast and Lunch Program: We successfully implemented a breakfast and lunch program for all of our students this year. The teachers reported that their students who ate the breakfast or lunch were more attentive and more focused in class.

21st Century Teaching: This year our teachers began to take advantage of 21st Century technologies for teaching and learning, as Smartboards were installed in every classroom. The teachers have begun incorporating more technology in their teaching, including a wide array of multimedia in their presentations. The use of the smartboards and multimedia resources have made the curriculum more interactive and more stimulating for all of our students, and especially for our visual and auditory learners.

Growing the School: The School applied for, and received, a Charter Modification Agreement from the School District of Philadelphia in the Spring of 2010 to add additional students in the middle school grades starting in the fall of 2010. Serving these additional students in the younger grades should help us to cultivate stronger academic skills and behaviors in our students so that they can enter 9th grade fully prepared to succeed in our rigorous college preparatory curriculum.

Challenges for 2009-10:

Despite our school's many strengths and our many accomplishments this year, we continue to face many challenges. This is largely due to the fact that our students come to the school in general several grades behind in their reading, math and science skills, and they come from neighborhoods where violence and a lack of respect for others is rampant. Over 76% of our students qualify for free or reduced price lunch, and 99% are African American. Fewer than 10% of the parents of our students have been to any kind of college.

Academically, two-thirds of our students are coming to school to begin their 9th grade year with 2nd to 7th grade reading skills. Over four-fifths (81%) of the incoming 9th graders this year had Math skill levels of 6th grade or below. With a great deal of concerted effort on the part of our faculty, students and parents, our 9th grade students' Math and Reading skills improved dramatically over the course of the 2009-10 school year. By the end of the year, 80% of our 9th graders were reading on grade level, and 61% of our 9th graders were performing math tasks on grade level. Even though several of our students were still performing below grade level in Reading and Math by the end of 9th grade, we saw dramatic improvements in performance that will help us to make our high academic goals that we set for our students in Reading, Math and Writing.

Our 11th grade students have made great strides in their Math, Reading and Writing achievement, yet they have struggled with the Science PSSA assessment over the past two years. Only 11% of our 11th graders this year scored at the Proficient level in Science. None of the students scored at the Advanced level this year. We will be working to improve our Science program this year and prepare our students for the challenges of the PSSA Science exam.

One of our biggest challenges has been implementing our 21 part college preparatory initiative across the school. The full implementation began in the spring of 2009. We have been closely monitoring this process over the course of the year, both informally and formally through comprehensive parent and staff surveys. Overall, the responses to the initiatives from parents, students and staff have been very positive. However, with so many initiatives being rolled out at one time, the implementation of some was not as consistent as we might have wanted. Also, there are some initiatives, such as the Dragon Cup, which may need to be adjusted in order to create maximum buy-in and to increase their usefulness as a tool for improving student learning, motivation and achievement. We have already begun to address some of the feedback that we have received about the initiatives, and we will enter the 2010-11 school year with an even more robust college preparatory program for all of our students.

We faced a personnel related challenge at the outset of this school year, when both the Head of Academics and the Director of Student Services took positions in other schools just as we were opening for the year. The staff of the school did a great job taking up the responsibilities of those administrators while the school sought replacements. The school soon hired a new Student Services Director, and a new Head of Academics who had been the school's Discipline Co-Director since 2006.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

Since 2007, Freire Charter School has been deeply engaged in a strategic planning effort that involves the entire community, from teachers, to support staff to administrators, to parents, students and Board members. The planning process has focused on six core areas to meet the mission and vision of the school:

1. Teaching all students to high academic standards
2. Preparing all students for college
3. Expanding the school to serve more students in more grades
4. Improving the long-term financial position of the school

5. Expanding cultural enrichment and extra-curricular activities for our students
6. Ensure that FCS is a safe, secure place for teaching and learning

Freire Charter School takes great pains to ensure that our school is a true community, providing ample opportunities for communal input and collaborative decisionmaking from all of our stakeholder groups. Members from each group of our community have been involved in our planning initiatives, which are on-going efforts. The planning efforts are led by several committees tasked with studying and creating new solutions and new directions for the school. These committees have taken a “data-driven” approach to identifying our school’s needs and finding unique solutions to support our mission.

Several goals were identified in an initial Planning Committee process:

1. Expand the school to include elementary school, and add additional students
2. Improve student recruitment efforts
3. Raise additional funds for the school’s current needs and possible expansion
4. Increase the school’s capacity by expanding facilities
5. Improve student preparation for college

The committees have helped to create an agenda for expansion and improvement of our school that have resulted in the school taking the following actions:

- The Curriculum and Assessment Development Project (since Spring 2008)
- The 21 Part College Preparatory Initiative (since Spring 2009)
- The Fundraising/Grantwriting Initiative (since Spring 2009)
- The Freire Corps Initiative (since Fall 2009)
- The Expanded Facilities Initiative (since Fall 2008)
- The Expanded Grades Initiative (since Fall 2009)

These initiatives are all inter-related, as they all support our goal of providing a free, unique, Freirean, college-preparatory education for students in Philadelphia. Most of these initiatives are extensive, and have ambitious goals which require a great deal of effort on the part of the staff to implement. For example, the Curriculum and Assessment Development Project has been on-going for two years, and has required: the setting of target anchors for every grade, course and subject, the development of standards and anchors-based assessments throughout the school, collected evidence of student learning gathered and managed through technology primarily, and broad scope and sequence frameworks that document minimum, prioritized goals for the school year for each course.

In keeping with our school's emphasis on praxis- continual self-reflection on our work focused on taking action for improved performance- we have been assessing the impact and the implementation of these initiatives through a series of surveys, focus groups, and informal interviews. The information from these observations has been gathered and formally analyzed, and will be used to refine our plans and operations for the coming 2010-11 school year.

The following overarching planning committee goals continue to guide the direction of the school. As can be seen below, progress has been made toward reaching several of these goals over the past three years.

Planning Committee Goals:

FCS Planning Committee

Recommendation I — Determining the Success Rate of FCS Graduates

The Committee was concerned about the adjustment and success of FCS graduates who matriculated to college. Reports of a high college drop out rate of graduates of some charter schools persuaded the Committee of the necessity to conduct a follow up study of FCS graduates to date.

UPDATE: We have surveyed our alumni over the past 5 years, and 65% of alumni have responded to us. Of those 65%, 83% of Freire's alumni are still in college or has recently graduated from college.

Recommendation II — Strengthening FCS Infrastructure

The Committee recognized both the incredible growth and progress in the school's academic, sports and after school programs as well as the social development of the students. It also recognized the need for significant

improvements in the areas of financial stability, space and academic programs. The areas of need include (but are not limited to):

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

UPDATE: Our salaries for staff remain very competitive. Our private fundraising remains a priority and we are working to increase that donor base. Current plans include continuing to add active new board members, and/or setting up an advisory board.

Recommendation III — Expansion of the PEACE Project

UPDATE: The PEACE Project has been suspended due to lack to lack of funding.

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

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

UPDATE: In Spring of 2010, FCS received approval from the School District of Philadelphia to start a middle school program at the school.

Recommendation V — Elimination of the 8th Grade

UPDATE: As of July 1, 2008, Freire eliminated our existing 8th grade program. The school will add an 8th grade again in the near future as part of a full middle school program.

Recommendation VI — Expansion of Community Involvement

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

- Local outreach to individuals and organizations;
- Identification of individuals in the neighborhood who wish to volunteer at FCS;
- Specific long term relationships with businesses and academic organizations

UPDATE: The Take Back The City Campaign has grown, and we now have more involvement in the school from community members.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Beth Terry	Freire Charter School	Administrator	Kelly Davenport
Brett Shiel	Freire Charter School	Secondary School Teacher	Kelly Davenport
Deandre Pickett	Freire Charter School		Board of Directors
Erin McNallen	Freire Charter School	Special Education Representative	Kelly Davenport
Gerald Escovitz	retired	Board Member	Board of Directors
Kelly Davenport	Freire Charter School	Administrator	Board of Directors
Lenora Berson	retired	Community Representative	Board of Directors
Lola Freeman	Freire Charter School	Community Representative	Board of Directors
Pagano, Ann	Freire Charter School	Other	Kelly Davenport
Phil Marchese	Smith Barney	Business Representative	Board of

			Directors
Susan Thompson	Freire Charter School	Administrator	Kelly Davenport
Thomas Caramanico	McCormick Taylor, Inc.	Business Representative	Board of Directors
Trina Singleton	Primavera Systems	Parent	Board of Directors

Goals, Strategies and Activities

Goal: College Preparation

Description: Freire Charter School will prepare all of our students for entrance into college.

Strategy: Collaboration Team Meetings

Description: Collaboration Teams are groups of teachers at a particular grade level who come together once a week, or more to review best practices and successes with their peers. The goal of the teams is to improve the quality of teaching and learning. The teams are led by one teacher on each team.

Activity: Collaboration Team Meetings

Description: Teachers will gather together in groups based on grade level. Teachers who all teach the same students will then work together to share best practices, and improve teaching and learning at that grade level. Specific grade level needs and issues will also be addressed.

Person Responsible	Timeline for Implementation	Resources
Kelly Davenport	Start: 8/18/2008 Finish: 8/18/2012	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	40	43
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Freire Charter School	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Educators will gain the following knowledge and skills:	Best practices indicate that teachers themselves have more power than anyone to	<i>For classroom teachers, school counselors and education specialists:</i>

1) Acquire a list of best practices specific to grade and students themselves

2) Learn how to collaborate with colleagues around the following- team teaching, critical feedback, lesson planning, trouble shooting, improving classroom management, accommodating and adapting for the special needs student; differentiated instruction.

3) Learn how to share and analyze student work.

effect positive change in their school environments. And that small groups of teachers have the strongest ability to make that change happen.

- 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:

- 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

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

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

Status: In Progress — Upcoming

Strategy: Observations

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

Activity: Teacher peer observations

Description: Teachers will arrange to observe their peers at Freire and other schools. They will hold pre and post observation meetings to discuss successful teaching and classroom management strategies.

Person Responsible	Timeline for Implementation	Resources
Kelly Davenport	Start: 9/2/2008 Finish: 6/19/2012	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	160	45
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Freire Charter School	<ul style="list-style-type: none"> School Entity 	Approved

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

Educator Groups Which Will Participate in this Activity

Role	Grade Level
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- Classroom teachers
- Principals / asst. principals
- Superintendent / asst. superintendents
- School counselors
- High school (grades 9-12)

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

Status: In Progress — Upcoming

Strategy: Staff Meetings

Description: Freire's staff members will hold "What is College Prep?" conversations with each other. These conversations will focus on the general concepts around how teachers need to teach so as to ensure college readiness and success for our students. Teachers will help to design the professional development calendar to ensure they are receiving the training they need to provide a college preparatory atmosphere at the school.

Activity: "What is college prep?" Meetings

Description: Teachers will come together to discuss what is needed to prepare previously low achieving students to be able to succeed in college by the time they graduate from Freire.

Person Responsible	Timeline for Implementation	Resources
Kelly Davenport	Start: 8/26/2008 Finish: 6/28/2012	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	20	30
Organization or Institution Name	Type of Provider	Provider's Department of

Education Approval Status

Freire Charter School	• School Entity	Approved
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Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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<p>Educators will learn that the higher the expectations they set for their students, the higher their students will achieve. They will also learn tools and techniques for motivating students as well as holding them accountable.</p>	<p>Research shows us time and again how the higher the expectations we set for our students, the stronger they perform.</p>	<p><i>For classroom teachers, school counselors and education specialists:</i></p>
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- 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.
- 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"> • Classroom teachers • Principals / asst. principals 	<ul style="list-style-type: none"> • High school 	

- Superintendent / asst. superintendents (grades 9-12)
- School counselors

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> • College Prep Plan 	<ul style="list-style-type: none"> • Participant survey

Status: In Progress — Upcoming

Goal: Fundraising

Description: The school will set three to five year fundraising targets and annual interim targets for special projects and general school expansion and growth projects.

Strategy: Identify Priorities and Resources for Funding of Key Projects

Description: The school's Board, Administrators and Staff members will identify priorities for funding, sources of funding, and resources for obtaining more funding for expanding key aspects of the school to meet our mission and vision.

Activity: Hire a Development Director

Description: Hire a development director and consultants to identify opportunities for obtaining funds and to apply for and obtain discretionary grants and funds from foundations and individuals.

Person Responsible Timeline for Implementation Resources

Kelly Davenport	Start: 9/8/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Goal: Math Proficiency

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

Strategy: Data Driven Instructional Planning

Description: The staff will identify and begin using student assessment and data analysis tools for planning instruction and helping all students to reach academic proficiency goals

Activity: Implement local Math assessments

Description: The school will test all entering 9th graders at the beginning and the end of the year with local Math assessments, and use the results of those assessments for targeting students for particular types of instruction. The school will also implement the 4Sight tests in 9th, 10th and 11th grades to track student progress toward Proficiency on the PSSA tests.

Person Responsible Timeline for Implementation Resources

Susan Thompson	Start: 9/8/2008	-
	Finish: Ongoing	

Status: Not Started — Overdue

Strategy: Vertical Planning Groups

Description: Vertical Planning Groups will meet in order to align curriculum to PA standards, work together to agree upon common ways of assessment, discuss teaching methods and expectations, set goals for teachers, and develop a scope and sequence for the math curriculum.

Activity: Vertical Planning Group Meetings

Description: Teachers will meet in order to align curriculum to PA standards, work together to agree upon common ways of assessment, discuss teaching methods and expectations, set goals for teachers, and develop a scope and sequence for the math curriculum.

Person Responsible	Timeline for Implementation	Resources
Kelly Davenport	Start: 8/19/2008 Finish: 6/19/2012	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	10	10
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Freire Charter School	• School Entity	Approved

Knowledge and Skills

Research and Best Practices

Designed to Accomplish

Educators will become more familiar with and confident in the PA standards for teaching mathematics. They will get clear on the scoping and sequencing for their curricula, and they will understand how the high school math courses come together to form an overall mastery of mathematics as part of the high school experience.

Teachers of mathematics need help and support to be better teachers. They need to work together, they need to problematize together.

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.

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

Role	Grade Level	Subject Area
<ul style="list-style-type: none">• Classroom teachers• Principals / asst. principals• Superintendent / asst. superintendents	<ul style="list-style-type: none">• High school (grades 9-12)	<ul style="list-style-type: none">• Mathematics

Follow-up Activities

Evaluation Methods

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

Status: In Progress — Upcoming

Goal: Nonviolence

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

Strategy: Staff Meetings on Non-Violence

Description: Staff will gather together to be trained in conflict resolution and mediation training and how to protect students in the event of an emergency. Teachers will also learn how to improve the academic, social, emotional and physical needs of individual learners as well as groups.

Activity: Mediation Trainings and Safety Discussions

Description: FCS staff will get together to learn how to mediate and deescalate conflict as well as discuss ways to ensure safety in the event of a crisis.

Person Responsible	Timeline for Implementation	Resources
Kelly Davenport	Start: 8/20/2008 Finish: 6/20/2012	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
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2.00	7	44
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Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
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Freire Charter School	<ul style="list-style-type: none"> School Entity 	Approved
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Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Educators will learn how to protect the safety of the school and all its facets, through various aspects, including: emergency evacuation and preparedness, communication in an emergency, peer mediation, de-escalation of conflict. They will also review and better understand what to do in the event of a crisis in order to protect the students, themselves, and any and all in the school. They will develop a common language and set of operations assumptions for safety in the school.	Research points for the need for all to feel safe in schools. Teachers need to understand how to deescalate conflict as well as teach students how to de-escalate conflict. The federal government states that schools need to learn how to mitigate and prevent crisis as well as how to react to a crisis in the event that there is one.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Empowers educators to work effectively with <u>parents and community partners</u>.
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For school and district administrators, and other educators seeking leadership roles:

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

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

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

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> • Mediate and de-escal 	<ul style="list-style-type: none"> • Participant survey

Status: In Progress — Upcoming

Goal: Parent Participation

Description: At any given event at Friere that invites parental participation, we will have over 60% parental participation. 75% of parents will report that they feel that their child's teachers are sensitive to their concerns and that their child's teachers care about their child's success. This connection will then act as a strong network of support for student success.

Strategy: Difference Training

Description: Staff and Parents will be trained in more effective communication.

Activity: Building a Better Partnership Meetings

Description: Parents and staff members will come together to work on how to build a better, more sustainable and mutually beneficial partnership to support student success.

Person Responsible	Timeline for Implementation	Resources
Kelly Davenport	Start: 8/20/2008 Finish: 8/21/2012	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
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2.00	6	45
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Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
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Freire Charter School	<ul style="list-style-type: none"> School Entity 	Approved
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Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Educators will develop the skill and art of productive, clear and sensitive communication with parents.	Research shows us that across the country, parents of high school students are participating in school functions less and less; yet the importance of parental participation in high school is critical to the overall success of the school.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Empowers educators to work effectively with <u>parents and community partners</u>.
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For school and district administrators, and other educators seeking leadership roles:

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- 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"> Classroom teachers Principals / asst. principals 	<ul style="list-style-type: none"> High school (grades 9-12)

- Superintendent / asst. superintendents
- School counselors
- Other educational specialists

Follow-up Activities

Evaluation Methods

-
- Parent Conferences
 - Participant survey

Status: In Progress — Upcoming

Goal: Reading and Writing Proficiency

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

Strategy: Data Driven Instructional Planning

Description: The staff will identify and begin using student assessment and data analysis tools for planning instruction and helping all students to reach academic proficiency goals

Activity: Implement local Reading assessments

Description: The school will test all entering 9th graders at the beginning and the end of the year with local Reading assessments, and use the results of those assessments for targeting students for particular types of instruction. The school will also implement the 4Sight tests in 9th, 10th and 11th grades to track student progress toward Proficiency on the PSSA tests.

Person Responsible Timeline for Implementation Resources

Susan Thompson	Start: 9/8/2008	-
	Finish: Ongoing	

Status: Not Started — Overdue

Strategy: Vertical Planning Meetings

Description: Vertical Planning Meetings, which are frequently referred to in other contexts as "content meetings," will serve to align the Reading/Language Arts (English) curriculum with PA standards. These meetings will help to establish a common school-wide writing rubric to be used in evaluating student writing. Further, teachers will develop expectations for citations and essay structure to be used in research papers across the curriculum. During these meetings, teachers will be trained to use these rubrics universally and uniformly.

Activity: Vertical Planning Meetings

Description: Teachers will gather together to synchronize and align the curriculum for this subject area to the PA state standards in all grades.

Person Responsible	Timeline for Implementation	Resources
Kelly Davenport	Start: 8/18/2008 Finish: 6/11/2012	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	20	43
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Freire Charter School	<ul style="list-style-type: none"> School Entity 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Educators will gain the ability to create, design appropriate curriculum for each subject taught as well as learn to scope and sequence the curriculum in tandem with others and other courses. They will learn how to focus on the skills as outputs as well as develop a common language and rubric for assessing student work.	Research shows how teachers need to be reflective practitioners, constantly engaged with colleagues on how and what to teach, and how to teach better.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.

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

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • Superintendent / asst. superintendents 	<ul style="list-style-type: none"> • High school (grades 9-12) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening

Follow-up Activities

Evaluation Methods

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

Status: In Progress — Upcoming

Goal: School and Teacher Governance

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

Strategy: Data Driven Instructional Planning

Description: The staff will identify and begin using student assessment and data analysis tools for planning instruction — and helping all students to reach academic proficiency goals

Activity: Professional Learning Community Meetings

Description: These meetings are mandatory for the Freire staff members and leaders responsible for building and maintaining Freire's "Professional Learning Community" (PLC). By PLC, we refer to Senge's (1995) idea that schools need to be a place where all are constantly learning- from the students to all staff members.

Person Responsible	Timeline for Implementation	Resources
Kelly Davenport	Start: 8/28/2008 Finish: 6/28/2012	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	20	30
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Freire Charter School	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Educators at Ferire will gain the following knowledge and skills from participating in the PLC:

- 1) They will learn how to run and lead a school from the top down.

- 2) They will learn how to oversee big projects, such as the vertical planning groups.
- 3) They will learn how the pieces of school governance and stakeholderhip come together to run a school.
- 4) They will get to be a part of first hand decision making, particularly as it relates to data driven decision making.
- 5) They will have first hand experience in building and sustaining Freire's communication network.

Follow-up Activities

Evaluation Methods

Status: In Progress — Upcoming

Activity: Staff Trainings

Description: Staff will work together to learn how to generate and analyze critical data for decision making inside the classroom and schoolwide.

Person Responsible	Timeline for Implementation	Resources
Kelly Davenport	Start: 8/27/2008 Finish: 6/27/2012	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
5.00	3	45
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Freire Charter School	<ul style="list-style-type: none"> • School Entity 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Educators will: 1) discern relevant from irrelevant data 2) apply relevant data points to making decisions in classroom or area of responsibility 3) develop a common language	Research indicates that best practice is for educators to make decisions based on actual relevant data.	<i>For classroom teachers, school counselors and education specialists:</i> <ul style="list-style-type: none"> • Increases the educator's <u>teaching skills</u> based on research on effective

and understanding of what data state about how our students are doing and thus what the school's priorities are

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.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

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

Follow-up Activities **Evaluation Methods**

- Analysis of student work, with administrator and/or peers
- Creating lessons to meet varied student learning styles

- Journaling and reflecting

Status: In Progress — Upcoming

Activity: Triand Student Achievement Tracker

Description: The teachers will utilize a student data system for planning instruction and keeping track of student achievement in all subjects throughout the school.

Person Responsible Timeline for Implementation Resources

Kelly Davenport	Start: 9/8/2009	-
	Finish: Ongoing	

Status: Not Started — Overdue

Goal: Science Proficiency

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

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

Description:

Activity: Vertical Planning Meetings- Science

Description: Vertical Planning Meetings, or in other contexts referred to as "content meetings" will be held with Science teachers to align teaching methods, set goals for teaching and learning for students inside each grade level as well as across all grade levels. Content meetings in science will also align curriculum to state standards, and ensure that they are inquiry based. General trainings will also occur on standardized science laboratory protocols, and student assessments.

Person Responsible Timeline for Implementation Resources

Susan Thompson

Start: 9/8/2008
Finish: 9/7/2012

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Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	20	4
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Freire Charter School	<ul style="list-style-type: none"> School Entity 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Knowledge: PA Academic Standards for Science and Ecology Skills; PA Academic Standards for Science and Ecology; How to assess students' science skills	Best practices tell us that teachers need repeated exposure to ideas and the ability to try them after seeing them and then return to them in a formal setting to reflect on them in order to refine and ultimately adopt them into their regular practice.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> Classroom teachers 	<ul style="list-style-type: none"> High school (grades 9-12) 	<ul style="list-style-type: none"> Science and Technology Environment and Ecology

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers 	<ul style="list-style-type: none"> Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Classroom student assessment data Review of participant lesson plans

- Lesson modeling with mentoring

Status: Not Started — Overdue

Goal: Student Services

Description: Students in the Student Services department (e.g., Special Education) at Freire will be prepared to meet appropriately high standards in all subject areas. We will design better tests and accommodations for these students. We will also train all staff in how to develop strong IEPs for students.

Strategy: Inservice Trainings

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

Activity: Staff Trainings

Description: Staff will learn to design better instruction and assessment, based on best practices in special education, from differentiated instruction and assessment to co-teaching. They will also learn how to read an IEP, and what special education accommodations and adaptations are and how to best use them for the benefit of all students.

Person Responsible	Timeline for Implementation	Resources
Kelly Davenport	Start: 8/20/2008 Finish: 8/20/2012	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	6	45
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Freire Charter School	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Educators will learn to:	Research everywhere	<i>For classroom teachers, school</i>

- 1) Differentiate instruction and assessment
- 2) Read an IEP and use its information to ensure student success
- 3) Learn about Spec. Ed. process and what educators need to know
- 4) Understand how to co-teach and why to do so
- 5) Make appropriate accommodations and adaptations for students
- 6) Develop heightened understanding and appreciation for how to motivate 'challenging' students

shows that no two learner are alike; that as educators we need to tailor our instruction to fit the learner.

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.
- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

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

- Other educational specialists

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

Status: In Progress — Upcoming

Statement of Quality Assurance

Charter school has met AYP.

There are currently no supporting documents selected for this section.

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

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

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

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

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

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

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

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

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

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

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

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

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

Teachers reflect this pedagogy within each classroom, and as a result, tie together the vision and the curriculum. Teachers are not only expected to create and implement a high standard curriculum that is based upon State Standards, developmental abilities, and student needs but they are also expected to develop a curriculum that is reflective of the Freire Charter School pedagogy. Curriculum is written in a way that utilizes students’ previous knowledge, active participation, and engagement in learning and real life situations. Curriculum is also written based on the PA Assessment Anchors for each subject. Even subjects not covered in the PA Anchors, such as Spanish and Social Studies, work on Anchors from the other areas.

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

Also influential in the shaping the curriculum is the teacher input. Teams of teachers are required to help build the skeletal curriculum for their individual courses. These

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

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

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

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

- The type of questions being asked by students in relation to the instruction .
- The level of questions posed by the teacher (Bloom's Taxonomy).
- That the lesson follows a logical progression.
- That the students are engaged.
- That there's a belief in the students' ability to meet a challenge.
- Strong, positive relationship between staff and students.
- Safety (clear cut expectations, fairly enforced).
- Fosters enthusiasm for learning.
- Kids believe and can articulate that they are learning.
- Frequent small assessments that fuel instruction.
- Reading/writing across the curriculum.
- Mutual accountability for outcomes
- Empowers students to serve as instructional resources for one another
- Clarifying and sharing learning intentions and criteria for success
- Creation of successful "hinge points" in the lesson
- Affords students, with a range of learning styles, the opportunity to participate in the ways they learn best.

Coupling these four principles together, Freire provides a rigorous, intensive, and rewarding program to all students. Moreover, our curriculum offers a skill intensive component for grades 9, 11 and 12. All 9th graders take a year-long Intensive Reading

coursed aimed to improve students' ability to comprehend and decode. They also take a year long, full credit intensive math course designed to focus on the finite aspects of mathematics. All 11th grade students take a year-long course designed to help them develop a deeper understanding of mathematics and reading as well as test taking skills. This course was developed as a way to support students for the high-stakes PSSA test they face in the spring as well as the SAT's all Freire students take either in the Spring of their junior year or in the Fall of their senior year. Further, our 12th grade must work on a year long "senior project" designed to strengthen their research, writing, critical thinking and presentation skills and the ability to become lifelong learners. For students who need extra support along the way, Freire offers peer tutoring, office hours, after school tutoring, mentoring, advising, and many other opportunities.

Rigorous Instructional Program - Attachments

- Induction Plan Approval Letter
- Induction Plan Summary
- Induction Plan Addendum
- Act 48 Approval Letter 0809

English Language Learners

Freire Charter School

English as a Second Language (ESL)

Program Outline

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

2. **Student and Parent Orientation Procedures:** To ensure a successful introduction to the school, Freire Charter School will implement the following orientation procedures:

- a. Both student and parent or legal guardian will attend an enrollment with school administrators. At this time, Freire staff will explain both the school's Mission Statement and its Code of Conduct.
- b. Both student and parent or legal guardian will receive a detailed tour of the school and be given ample time to ask questions and/or express concerns.
- c. Both student and parent or legal guardian will meet with Freire's Director of Student Services and ESL staff to outline specific ESL program objectives and standards. A plan to address the student's specific language needs will be addressed.

3. **Identification and Placement:** Freire will employ several strategies to identify LEP students and accurately place students in the program according to their needs.

- a. **Screening Procedures:** Freire will administer a language assessment in the following cases:

1. Based on the initial admittance interview and/or former school records, Freire staff will require a language assessment in order to place the student in the appropriate level of ESL instruction.

2. The student or parent or legal guardian may request a language assessment for ESL placement at any time.

3. In writing Freire staff members (including content area teachers) may recommend that the student receive a language assessment for ESL placement. The teachers will base such a recommendation on the student's linguistic performance in class.

- b. **Assessment Procedures:** Once a language assessment is either requested or necessary, the student's English proficiency will be based upon the following manners of assessment:

1. A conversation with a member of the ESL staff. The staff member will observe the following aspects of the student's language proficiency: spontaneous language and participation in the conversation; response to questions and spoken cues (i.e. the ability to follow oral directions); the fluency and accuracy of the student's spoken English (i.e. the ability to ask clarifying questions or effective expression of ideas).

2. An interpretation of a reading passage at or near grade level. The ESL staff member will observe and assess the student's understanding by the student's retelling or summarizing major ideas and themes of the text.

3. A writing sample. An ESL staff member will evaluate the student's ability to communicate in writing. The student will complete a personal information sheet and (if applicable) a brief personal essay.

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

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

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

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

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

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

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

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

23. Listening to, speaking, reading, and writing about subject matter	Write a “how to” paragraph	Assess paragraph
24. Gathering information and in writing	Present material to the class	Evaluate presentation
25. Retelling information	Organize ideas, tell story	Evaluate story
26. Selecting, connecting, and explaining information	Predict what will come next	Observe predictions
27. Representing information visually	Participate in role play or group presentation	Evaluate role play
28. Understanding and producing technical vocabulary	Make list of antonyms and synonyms	Evaluate student’s use of new vocabulary
29. Demonstrating knowledge in a variety of contexts	Create a poem, write a biography	Evaluate projects
30. Applying reading comprehension skills	Complete a framed paragraph or outline	Evaluate paragraph or outline
31. Using appropriate native language resources	Use bilingual dictionaries	Assess progress
32. Using writing styles for different purposes	Describe picture or topic	Evaluate writing
33. Using acceptable language in academic settings	Use full sentences, appropriate language	Evaluate student’s formal speech or writing

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

ESL Standards	Skills	Assessment
1. Sharing and requesting information	Create dialogues, perform skits	Evaluate dialogues
2. Expressing needs, feelings, ideas	Recite poem	Evaluate for intonation and feeling
3. Using nonverbal communications in social settings	Perform skits	Observe skits
4. Obtaining personal	Do role play to a social	Observe role play

needs	prompt	
5. Engaging in conversations	Listen to English tapes, participate in conversations	Monitor speech, observe discussions
6. Conducting transactions	Practice an interview, learn presentation procedures	Observe interview skills
7. Describing participation in favorite activity	Do journal writing, learn note-taking skills	Evaluate progress
8. Sharing cultural traditions or customs	Share heritage and culture	Observe student's comparisons
9. Expressing personal needs or felines	Express ideas verbally	Observe role play
10. Participate in popular culture	Create a TV commercial	Evaluate projects
11. Listening to and imitating how others use English	Keep vocabulary notebook of new words	Administer vocabulary quiz
12. Employing alternative ways of saying things	Listen to tapes and repeat speech	Observe quality of speech
13. Focus attention	Use reading strategies	Observe reading comprehension
14. Seeking support from others	Respond to literary passages	Evaluate response
15. Self-monitoring language development	Retell, summarize and explain text	Evaluate skills
16. Learning and using language chunks	Use context clues, grouping sounds	Evaluate student's ability to self-correct
17. Practicing new language	Learn different types of language: narrative, informational, persuasive	Evaluate writing
18. Using context to construct meaning	Use reading strategies for competency	Administer reading quiz
19. Following oral and written instructions	Respond to conversation prompts	Observe aurally
20. Participating in class discussions or exercises	Use Total Physical Response skills	Observe participation
21. Requesting and providing clarification	Interview classmates and retell information	Observe aurally
22. Asking and answering questions	Retell a life experience and answer questions	Evaluate student's performance
23. Explaining actions	Debate a contemporary issue	Observe aurally
24. Elaborating and	Read, analyze, and	Observe progress

extending other people's ideas and words	interpret story	
25. Expressing likes and dislikes	Write a descriptive paragraph about a favorite thing	Evaluate paragraph
26. Comparing and contrasting information	Create a character comparison	Monitor progress
27. Persuading or arguing	Create a persuasive passage	Evaluate the passage
28. Listening to, speaking, reading, and writing about subject matter information	Interpret selected idioms	Observe progress
29. Gathering information orally and in writing	Compose a research paper on a given topic	Evaluate paper
30. Analyzing and inferring information	Watch a drama and respond	Evaluate response
31. Responding to the work of peers and others	Evaluate peer work	Assess progress
32. Hypothesizing and predicting	Read passage and predict endings	Assess predictions
33. Formulating and asking questions	Change statements into questions	Evaluate questions

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

ESL Standards	Skills	Assessment
1. Sharing and requesting information	Prepare and present an autobiography	Observe aurally
2. Expressing needs, feelings, ideas	Write a persuasive essay	Evaluate the personal essay
3. Using nonverbal communications in social settings	Debate a topic	Observe debate
4. Obtaining personal needs	Learn how to create a resume	Guide and correct resume

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

information		
23. Selecting different media to help understand language	Learn various types of media sources	Observe progress
24. Elaborating and extending other people's ideas and words	Create outlines from different texts	Assess outlines
25. Selecting, connecting and explaining information	Evaluate appropriate sources to use in research paper	Evaluate progress
26. Using a variety of writing styles appropriate for different audiences, purposes, and settings	Write an opinion after reading a piece of literature	Evaluate writing
27. Focus attention selectively	Create a clear thesis statement	Evaluate thesis
28. Comparing and contrasting information	Compare and contrast two works of literature using all literary elements	Assess comparison
29. Gathering information orally and in writing	Continue work on a research paper	Evaluate paper
30. Using appropriate degree of formality with different audiences and settings	Write a friendly letter and business letter	Evaluate letters
31. Responding to the work of peers and others	Revise and edit peer writing	Assess progress
32. Understanding and producing technical vocabulary	Formulate a list of unknown words while reading	Evaluate vocabulary lists
33. Self-monitoring and self-evaluating language use	Write an essay and rewrite drafts	Evaluate writing

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

a. The student will be eligible to receive peer tutoring from trained students on a regular basis.

b. The student will be eligible to work on the school newspaper. The student will help write articles or engage in fact-finding research. The student will be able to practice writing in various formats

c. The student will be eligible to enroll in the school theater program. This class regularly performs plays, in which the student could work on his or her speaking and listening skills.

d. The student will be eligible to enroll in the playwriting program. The class writes and edits its own plays. The student will have the opportunity to both work on his writing skills and develop his speaking skills in a cooperative learning environment.

e. The student will also be eligible to try out for either the girls' or boys' basketball teams. This extracurricular activity will be another opportunity for the student to develop language skills in an informal setting.

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

a. Counseling: The student will have full access to a full-time counselor who is a certified family therapist.

b. Special Education: The student will have full access to the Student Services Program. All special education needs are available through this program.

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

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

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

a. **ESL/Bilingual Staff:** The student will receive ESL instruction from Dr. Kelly Davenport, Head of Freire Charter School, fluent in English, Spanish, and Portuguese; Mr. Brian Shevory, English and ESL teacher in training, Jonathan Brones, fluent in English and Spanish and currently enrolling to become an ESL certified instructor. We may also use other instructors who are certified in ESL to serve our students in need.

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

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

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

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

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

b. **Communication with Students' Homes:** As detailed in Part 2, each parent or guardian will be required to meet with school administrators upon the student's enrollment at Freire. The student's advisor will also contact the parent or guardian regularly. Any parent will also be able to contact the student's advisor on an as needed

basis. Furthermore, every month the parent or guardian will receive a progress report completed by each of the student's teachers (both ESL and content area teachers). Teachers will also request an in-person meeting with the parent or guardian if needed. In addition, three times a year the parent or guardian will be required to attend parent-teacher conferences with each of the student's teachers. More frequent meetings will be available and encouraged.

c. Program Advisory Committee or Existing Committee which includes ESL

Stakeholders: Freire Charter School will implement an ESL Advisory Committee made up of the following representatives: a student currently enrolled in the ESL program, the student's school advisor, a parent or guardian of a ESL student, a member of the ESL staff, a member of Freire's administration, and a member of the School Board. A certified translator will also be provided if needed. The ESL Advisory Committee will discuss any concerns, suggestions, or problems that arise on an ad hoc basis.

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

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

English Language Learners - Attachment

- 2009-2010 LEP Report

Graduation Requirements

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

- Complete 24 credits over 4 years.

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

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

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

Curriculum is designed to help students develop, strengthen and utilize critical thinking skills. Required courses give students ongoing opportunities to apply and analyze content information. This application and analysis is developed across curricular areas that encourage constant practice of these skills. Individual content curriculum exploits the principles of the pedagogy including the importance of critical thinking and communicating significant knowledge in appropriate manners. Further, in the students' sophomore year, they conduct a major research project, one that is set to parallel on a smaller scale the research, analysis and writing required in the Senior Project.

The use of these skills is practiced constantly throughout the 4 years of education. This past year was our sixth graduating class, where 97% of that class will go on to college in the Fall, with 73% of those attending college going on to a 4-year college or university.

Special Education

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

- Using alternative texts that are on students' reading levels

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

Special Education - Attachment

- Special Education Policies & Procedures

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Pamela Breezeatl	1.00	Learning & Behavior Support	Freire Charter School	62	Director of Student Services
Jamie Conlan-Dorsey	1.00	Learning & Behavior Support	Freire Charter School	20	Special Education

Mindy Bilbee McDevitt	.25	Learning & Behavior Support	Freire Charter School	8	Reading Specialist and Special Education
William Porter	.25	Transitional Services & College Counseling	Freire Charter School	11	College Counselor
David Shahriari	.125	Counseling and Nurse Coordination	Freire Charter School	1	Assistant to Academic Supports
Laura McGonigle	.75	Transitional & College Counseling Services	Freire Charter School	11	Director of Transitional Services
Chiquo Stokes	1.00	Learning & Behavior Support	Freire Charter School	22	Special Education Teacher
Christopher Zagacki	.5	Learning & Behavior Support	Freire Charter School	12	Special Education Teacher
Alphonse Pignataro	.25	Emotional Support	Freire Charter School	26	Counselor and therapist
Nancy Urda	.125	Nurse Support	Freire Charter School	1	Nurse
Lauren McGlinchey	.25	Physical Education Teacher	Freire Charter School	20	Health and Wellness Teacher

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
Therapy Source	1.00	School Psychologist	Freire Charter School	33	Outsourced support
Therapy Source	.25	Speech and Language	Freire Charter School	6	Outsourced support

Special Education Program Profile - Chart III

Title	Location	FTE
Special Education Supervisor	Freire Charter School	1.00
LEA Representative	Freire Charter School	.25
Special Education Teacher	Freire Charter School	1.00
Special Education Teacher	Freire Charter School	1.00
Transitions & College Counseling Coordinator	Freire Charter School	.75
Special Education Teacher	Freire Charter School	.25
Therapist	Freire Charter School	.25

Reading Specialist	Freire Charter School .75
Transitions & College Counseling Coordinator	Freire Charter School .25
Special Education Teacher	Freire Charter School 1.00
Counseling and Nurse Coordinator	Freire Charter School .125
Nurse	Freire Charter School .125
Physical Education Teacher	Freire Charter School .25

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
OVR	Transitional Services	Total of 8 hours per year

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

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

Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
PSSA (with PSSA-M, no PASA)	No	No	No	No	No	Yes	No
Pre and Post In House Reading Test	No	No	No	Yes	No	No	No
Pre and Post In House Math Test	No	No	No	Yes	No	No	No
4Sight Math and Reading Tests	No	No	No	Yes	Yes	Yes	No
PSAT and SAT College Aptitude Test	No	No	No	No	No	Yes	Yes

Student Assessment

Freire Charter School made a commitment several years ago to ensure that all of our students will graduate from 12th grade fully prepared to succeed in college should they choose to attend. Our focus on college preparation for all students led to the development of a strategic plan and the setting of ambitious goals for student academic proficiency in all grades in all subjects. In order to track student progress and add substance to our college preparation targets, FCS has set new goals for our students and has been implementing an assessment system to help our teachers and students to understand and gauge the students' academic progress.

In the fall of 2007, the faculty and staff came together to discuss how we could best prepare our students academically for college. As a result, we set the following ambitious goals:

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

In 2009-10, we used a variety of formal assessments, including a combination of local, state and nationally given tests to guide our academic program and measure progress toward these goals.

Data driven decision making with regard to the academic program continued to grow at FCS this year, with administrators and teachers implementing a few new assessments, and taking a close look at student progress throughout the year. The school's Triand system for assessing and tracking student work electronically was implemented fully this year, and used successfully to guide the teaching of all students in all subjects across the school. We also continued to use a variety of formal assessments in order to gauge student progress in Reading, Writing, Mathematics, and Science, including:

- locally developed benchmark and year end tests in Reading and Math,
- state PSSA assessments in Reading, Writing, Science and Math,
- PSAT and SAT college placement tests, and
- PSSA-linked benchmark tests developed by Johns Hopkins University (4Sight).

In 2009-10, an additional assessment was implemented by the Pennsylvania System of School Assessment for students who are receiving special education services in Math. The test contains the same items as the regular PSSA for a student's particular grade level, but the test items are modified in format and reduced in number to make the test more suited to the skills and abilities of the special needs students. The Modified Math PSSA (PSSA-M) was administered to 10 special education students this year.

AYP Status and PSSA Proficiency Scores in Math & Reading for Freire Charter

The following tables provide analyses of data from standardized tests taken by FCS students in the spring of 2010, based on the raw data files supplied to the school through the DRC reporting system. Based on the following calculations, eleventh grade students at FCS appeared to have exceeded their academic

targets for the total group and for the one qualifying subgroup- Black students- in both Reading and Math. Preliminary results suggest that FCS made all 9 of its AYP targets, and therefore made full Annual Yearly Progress for the second year in a row. Although these are not the final, official state-provided AYP calculations, they should be very close if not identical to the state results that will be released in August.

The results show that this year's 11th grade class not only exceeded the state's AYP targets for Math and Reading, they performed at a considerably higher level than their peers from last year's 11th grade (this year's graduating class of 2010) in those two subjects. Their scores were also slightly higher than last year's 11th graders on the PSSA tests in Writing and in Science.

PSSA tests were created to assess whether students are meeting the PSSA standards in Reading, Math, Writing or Science at their grade level ("Proficient"), are exceeding the standards for their grade level ("Advanced"), are around one grade level behind ("Basic"), or are two or more grade levels behind ("Below Basic"). The state sets annual proficiency goals that gradually increase up to a requirement of 100% proficiency for all tested students in 2014, and for each subgroup of students that has at least 40 members (e.g., Black students).

Because Freire's 11th graders comfortably exceeded the state targets of 56% of students proficient in Math and 63% of students proficient in Reading in spring of 2010, and because the targets were made for all students and for its one full subgroup- Black students- it is reasonable to assume that the school made all of its AYP targets for the year this year. As the table below shows, Freire has likely made AYP for the second year in a row, and for three of the four seven years. This was an important transitional time for Freire, as the school phased out its 8th grade program after 2007, and began serving only 9th to 12th grades. There were 4 fewer AYP categories this year because there were not enough economically disadvantaged 11th grade students to constitute a full subgroup of 40 students.

Freire CS Preliminary AYP results, School Years 2006-07 to 2009-10*

	2010 Status	2009	2008	2007 Status
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		Status	Status	
AYP status	Made AYP*	Made AYP	Warning	Made AYP
Annual Targets Made/Total	9/9	13/13	10/13	13/13

* based on preliminary results

The table below and the accompanying chart provide the overall proficiency percentages on the PSSA Reading test for Freire Charter students from 2007 to 2010. The results show that the FCS 11th graders' proficiency percentages (percentages of students scoring at grade level or above) have steadily increased over the past four years, with large proficiency jumps in the past two years. From 2009 to 2010, 9.2% more students scored proficient in Reading on the PSSA compared to the previous year. Nearly 6% more students (5.8%) scored at the Advanced level in Reading compared to 2009 results. The table shows that 76.2% of the 11th graders in 2010 were proficient in Reading, exceeding the state AYP proficiency requirement of 63% proficient by 13.2%.

Freire CS Reading PSSA Results 2007 to 2010 (11th grade only)

Categories	PCT 2007	PCT 2008	PCT 2009	PCT 2010	DIFF From 2009	2010 TARGET	DISTANCE FROM TARGET
Below Basic			17.0%	14.3%	-2.7%		
Basic			16.0%	9.5%	-6.5%		
Proficient			49.0%	52.4%	+3.4%		
Advanced			18.0%	23.8%	+5.8%		
Proficient and Advanced	50.0%	53.9%	67.0%	76.2%	+9.2%	63.0%	+13.2%



NOTE: READING PSSA CHART

The following table and accompanying chart show the percentages of students who scored at the various proficiency levels on the Math PSSA in the 11th grade from 2007 to 2010. This school year was the first to have a special modified Math test available for students with math-related I.E.P.s (special education students). This test- the PSSA-M was included in the official results this year. However, at the time of this writing, the PSSA-M results for individual students, and thus for the whole school, have not yet been released. The test, which is shorter and has simpler language than the full PSSA Math test, may be given to as many students as qualify. However, the scores of only up to 2% of a school's total test takers can be counted as proficient if they take the PSSA-M. For Freire's 11th grade test takers, 2% of the school's 63 test takers means only a couple of PSSA-M student's scores can be counted as proficient. Official results showed that 6 of the students scored at the Proficient level or higher, and the other 4 scored at a lower level. Three of the scores are being counted toward AYP this year, with the other 7 PSSA-M takers counted as Below Basic. Those students scores account for nearly all of the Below Basic scores in math, included below (7 out of the 9 Below Basic scorers).

As can be seen in the table below, FCS' 11th graders' Math performances have improved dramatically since 2007, with large proficiency improvements from 2007 to 2008, and from 2009 to 2010. The improvements in 2010 were the result of fewer students scoring in the Basic category, and much higher percentage of students — over forty-two percent (42.9%) scoring at the Advanced level, at least one grade level above the state Math standards for 11th grade. The FCS students scored well beyond the state proficiency target of 56.0% in Math, with 76.2% of students scoring at the proficient level or higher.

Freire Charter School PSSA Mathematics Proficiency Percentages for 11th Graders, 2007 to 2010*

Categories	PCT 2007	PCT 2008	PCT 2009	PCT 2010	DIFF From 2009	2010 TARGET	DISTANCE FROM TARGET
Below Basic			22.0%	14.3%	-7.5%		
Basic			23.0%	9.5%	-13.3%		
Proficient			35.6%	33.3%	-2.3%		

Advanced			18.7%	42.9%	+24.8%		
Proficient and Advanced	29.5%	51.7%	54.3%	76.2%	+21.9%	56.0%	+20.2%

* Assuming 3 PSSA-M taker's scores are Proficient, the other 7 are Below Basic



NOTE: MATH PSSA CHART

The results above provide the PSSA Proficiency percentages for the total group of students for Math and Reading. The federal No Child Left Behind Law also requires that any subgroup of students that constitutes at least 40 test takers must also meet these required proficiency levels. Because the school has historically served a nearly completely black and economically disadvantaged student population, there have been enough 11th grade students to constitute both subgroups as formal AYP categories. Also, because nearly all students were black and economically disadvantaged, the results for those groups were nearly identical to the group of students as a whole. This year, as in previous years, almost all of the 11th grade students at Freire were black (62 of 63, 98%). As a result, the test scores for black students are nearly identical to the group as a whole. This can be seen in the first table below for Reading, and for Math. However, there were only 34 (54%) Economically Disadvantaged students in 2010, meaning there were not enough to formally constitute that group as an AYP category. Nevertheless, as they have been considered a formal subgroup at Freire in the past, the results of the PSSA Math and Reading for Freire's economically disadvantaged students are included in the tables below, as well.

The tables below show that the PSSA results for black students in Math and Reading are nearly identical to the results for all students provided above. The percentage of black students scoring proficient or advanced on the Reading PSSA was 75.8%, compared to 76.2% of all students. The results for economically disadvantaged students were also very similar- 74.3% proficient or advanced compared with 76.2% of all students.

Freire Charter School PSSA Reading Results- Black Students 2009 and 2010

Categories	PCT 2009	PCT 2010	DIFF From 2009	2010 TARGET	DISTANCE FROM TARGET
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Below Basic	17.0%	14.5%	-2.5%		
Basic	16.0%	9.7%	-6.3%		
Proficient	48.4%	51.6%	+3.2%		
Advanced	18.3%	24.2%	+5.9%		
Proficient and Advanced	66.7%	75.8%	+9.1%	63.0%	+12.8%

Freire Charter School PSSA Reading Results- Economically Disadvantaged Students 2009 and 2010

Categories	PCT 2009	PCT 2010	DIFF From 2009	2010 TARGET	DISTANCE FROM TARGET
Below Basic	17.0%	14.3%	-2.7%		
Basic	16.0%	11.4%	-4.6%		
Proficient	49.0%	45.7%	-3.3%		
Advanced	18.0%	28.6%	+10.6%		
Proficient and Advanced	67.0%	74.3%	+7.3%	63.0%	+11.3%

The PSSA Math proficiency percentages for black students in 2010 was 75.8%, compared to 76.2% of all students. An even higher percentage of economically disadvantaged students scored at the proficient level in Math than the overall group- 85.7% compared to 76.2%. Both groups far exceeded the state target of 56% proficiency for 2010.

Freire Charter School PSSA Math Results- Black Students 2009 and 2010

Categories	PCT 2009	PCT 2010	DIFF From 2009	2010 TARGET	DISTANCE FROM TARGET
Below Basic	23.0%	14.5%	-8.5%		
Basic	24.0%	9.7%	-14.3%		
Proficient	35.4%	33.9%	-1.5%		
Advanced	18.4%	41.9%	+23.5%		
Proficient and Advanced	53.8%	75.8%	+22.0%	56.0%	+19.8%

Freire Charter School PSSA Math Results- Economically Disadvantaged Students 2009 and 2010

Categories	N 2010	PCT 2009	PCT 2010	DIFF From 2009	2010 TARGET	DISTANCE FROM TARGET
Below Basic	4	22.0%	11.4%	-10.6%		
Basic	1	23.0%	2.9%	-20.1%		
Proficient	15	35.6%	42.9%	7.3%		

Advanced	15	18.7%	42.9%	24.2%		
Proficient and Advanced	30	54.3%	85.7%	31.4%	56.0%	+29.7%

Math and Reading PSSA Subscores- Anchor Scores

The tables below show the performance level of Freire’s students on the “anchor” areas of the PSSA Math and Reading tests in 2010. The scores show the percentage of students who answered a “low”, “medium”, or high number of questions correctly in each test sub-area. This information can be used to help to modify curricula to improve areas that may not be receiving as much focus as other areas.

The Reading table shows that Freire’s 11th graders performed better on the Interpretation and Analysis of Fiction and Non-Fiction questions than they performed on the Comprehension and Reading Skills questions. Approximately half of Freire’s 11th graders answered a medium to high number of Comprehension and Reading questions correctly, compared to approximately 75% who answered a medium to high number of Interpretation and analysis questions correctly.

Freire CS PSSA Reading Subscores 2010

Performance Level	Comprehension and Reading Skills	Interpretation & Analysis of Fiction & Non-Fiction
Low	47.6%	27.0%
Medium	33.3%	47.6%
High	19.0%	25.4%

The Math table below shows that Freire’s 11th graders in 2010 performed the best on Algebraic Concepts questions, with 88.6% answering a medium to high number of the items correctly, and almost two-thirds (66%) answering a high number of questions correctly. The second best category for the Freire students was Measurement, with 86.8% of the students answering a medium to high number of items correctly. Geometry and Data Analysis and Probability were very strong categories as well, with over eighty percent (81.1%) answering a medium to high number of Geometry items correctly, and three quarters (75.5%) of the students answering a medium to high number of Data Analysis items

correctly. Numbers and Operations was the most mixed category, with nearly 40% of students (39.6%) answering a “high” number of items correctly, and even more- 45.3%- answering only a “low” number of items correctly. This suggests that some students might still be lagging in their basic computation and calculation skills, even as they are mastering the higher math concepts such as algebra and data analysis.

Freire CS PSSA Math Subscores 2010*

Performance Level	Numbers & Operations	Measurement	Geometry	Algebraic Concepts	Data Analysis & Probability
Low	45.3%	13.2%	18.9%	11.3%	24.5%
Medium	15.1%	60.4%	41.5%	22.6%	30.2%
High	39.6%	26.4%	39.6%	66.0%	45.3%

* Note: Does not include PSSA-M results for anchor scores, as they were not available at the time of this report

Longitudinal Growth of Freire Charter’s Students

The 2009-10 school year was the first year we were able to obtain a large number of PSSA test results for our students prior to their coming to Freire. The students’ PSSA scores were obtained from the PVAAS system, which tracks student outcomes relative to their state Math and Reading test performance over time. Some of the students’ test scores were missing, as they have missed tests or they have left or not been enrolled in the public education system in Pennsylvania over the course of their educational careers. Of the 73 Juniors tested at the end of 2009, 39 had complete Reading and Math test scores from 5th and 8th grade in their records.

Looking at the scores of the 39 Freire Juniors with complete records, we are able to see a very substantial improvement in our students’ median percentile scores on both the Math and Reading PSSA from 8th to 11th grade. From the end of 8th grade to the end of 11th grade, during their time at Freire, our students moved up nearly a full quartile in both Math and Reading performance on the PSSA- to the 52nd percentile on average in Reading and the 61st percentile on average in Math. Prior to coming to the school, the students were performing on average near the bottom third of their class statewide at the end of 5th grade, and their scores only showed a minor improvement of 4 to 14 points on average from 5th to 8th grade. From this analysis, it can be concluded that Freire is having a major impact on students’ academic performance in Math and Reading, and we have been able to dramatically improve our students’ performance relative to their peers statewide in just three years.

**Median Statewide Percentile Scores for Freire Charter's 2009 11th Graders
in Math and Reading, from 5th, 8th and 11th Grades**

	Fifth Grade	Eighth Grade	Eleventh Grade	Percentile Change Eighth To Eleventh Grade
	Median Percentile 2003	Median Percentile 2006	Median Percentile 2009	
MATH	23	37	61	+24
READING	25	29	52	+23

PSSA WRITING SCORES

The Writing test provides information on students' writing abilities, with a focus on composition skills and writing and editing skills. Writing test scores are not included in AYP calculations, but writing and communication are a central focus of the Pennsylvania Academic Standards and an important component of Freire's academic program. The following tables provide the percentages of Freire Charter School Students who scored at the four proficiency levels in 2009 and 2010, and the distance of those scores from the percentage of 11th graders scoring at the proficient level in Writing statewide for 2009. The first table shows the proficiency percentages for all students, the second shows the percentages for Black students, and the third shows the percentages for Economically Disadvantaged students.

The table below shows that, in 2010, nearly all (93.7%) of the Freire 11th graders tested at the proficient or advanced level in Writing. None of the students scored at the Below Basic level, and only 6.3% scored at the Basic level (e.g., one grade level below the standard). The 2010 performance improved on the students' excellent performance in 2009, exceeding that year's proficiency level by 5.1%. The results also far exceeded the statewide Writing proficiency percentage for 11th graders of 58.1% by over 30% (30.5%).

Freire Charter School PSSA Writing Results- All Students 2009 & 2010

Categories	PCT 2009	PCT 2010	DIFF From 2009	2009 State PCT	Distance from State PCT Prof
Below Basic	9.4%	0.0%			
Basic	10.4%	6.3%			

Proficient	79.2%	79.4%			
Advanced	9.4%	14.3%			
Proficient and Advanced	88.6%	93.7%	+5.1%	58.1%	+30.5%

As has been mentioned earlier, since nearly all of the students in Freire's 11th grade class were African American, the results for Black students were nearly identical to those of the total group. Of those students, 93.5% scored at the Proficient or Advanced level, compared with 93.7% of the total group. The results were very similar for Economically Disadvantaged students, 91.4% of whom scored at the proficient level in Writing in 2010.

Freire Charter School PSSA Writing Results- Black Students 2009 & 2010

Categories	PCT 2009	PCT 2010	DIFF From 2009
Below Basic	1.1%	0.0%	
Basic	10.5%	6.5%	
Proficient	78.9%	79.0%	
Advanced	9.5%	14.5%	
Proficient and Advanced	88.4%	93.5%	+5.1%

Freire Charter School PSSA Writing Results- Economically Disadvantaged Students 2009 & 2010

Categories	PCT 2009	PCT 2010	DIFF From 2009
Below Basic	1.0%	0.0%	
Basic	10.4%	8.6%	
Proficient	79.2%	82.9%	
Advanced	9.4%	8.6%	
Proficient and Advanced	88.6%	91.4%	+2.8%

Writing Subtopics

The table below provides the PSSA Writing subtopic scores for 11th graders in the spring of 2010. The Writing results show that the students performed a bit better on writing Composition questions than they did on Revising and Editing questions, with 14.3% answering a "high" number of Composition questions correctly, compared to only 1.6% answering a "high" number of Revising and Editing questions correctly. In both categories, only a small number of students

answered a “low” number of items correctly, meaning the school is being effective in teaching writing skills to nearly all of its students.

Freire Charter School PSSA Writing Subtopics/Anchors 2010

Performance Level	Composition	Revise + Editing
Low	6.3%	6.3%
Medium	79.4%	92.1%
High	14.3%	1.6%

PSSA SCIENCE TEST

Since the spring of 2008, Freire Charter’s 11th grade students have taken the PSSA test in Science. In 2010, the students performed slightly better on the Science test than in 2009, with 11.1% of students scoring in the proficient or advanced range compared with 9.7% in the previous year. Although no students scored in the Advanced range on the Science test in 2010, a smaller percentage scored at the Below Basic level than in the previous year (31.7% versus 34.4%). Science was by far the most challenging of the PSSA tests for the Freire students, as a much smaller percentage of students scored in the proficient range in Science compared to the percentage of 11th graders who scored at the proficient level statewide (11.1% versus 27.9%).

The tables below provide the PSSA results for all of Freire’s 11th graders, for the Black subgroup of students (only one student fewer than the whole group), and the Economically Disadvantaged subgroup (approximately half of the students). The Black subgroup’s scores were nearly identical to the total group, with 9.7% proficiency compared to 11.1%. The Economically Disadvantaged subgroup’s performance was lower than the overall group, with only 8.6% scoring at the proficient level. Remarkably, the Economically Disadvantaged subgroup’s scores in Science were the only ones of all of the four tests and all of the subgroups in which the 2010 scores were lower than 2009 scores for the same groups at Freire. And, those scores were only lower than the 2009 scores by 1.4%.

Freire CS PSSA Science Test Results 2010- All Students

Categories	PCT 2009	PCT 2010	DIFF From 2009	2009 State PCT Proficient	Distance from State PCT Proficient
Below Basic	34.4%	31.7%			
Basic	55.9%	57.1%			

Proficient	8.6%	11.1%			
Advanced	1.1%	0.0%			
Proficient and Advanced	9.7%	11.1%	+1.4%	39.0%	-27.9%

Freire CS PSSA Science Test Results 2010- Black Students

Categories	PCT 2009	PCT 2010	DIFF From 2009
Below Basic	35.0%	32.3%	
Basic	57.0%	58.1%	
Proficient	8.0%	9.7%	
Advanced	1.0%	0.0%	
Proficient and Advanced	9.0%	9.7%	+0.7%

Freire CS PSSA Science Test Results 2010- Economically Disadvantaged Students

Categories	PCT 2009	PCT 2010	DIFF From 2009
Below Basic	34.0%	31.4%	
Basic	56.0%	60.0%	
Proficient	9.0%	8.6%	
Advanced	1.0%	0.0%	
Proficient and Advanced	10.0%	8.6%	-1.4%

Science PSSA Subscores/Anchor Scores

On the Science test, Freire's 11th graders answered questions in four subtopic areas (strands) of Science- Nature of Science, Biological Science, Physical Science and Earth and Space Science. The students performed the best on the Nature of Science and Biological Science questions, with 19.1% and 19.0% answering a "medium" or "high" number of items correctly in the respective subtopic areas. A smaller percentage of students (12.7%) answered a "medium" or "high" number of items correctly in Earth and Space Science. The Science subtopic area that was most difficult for the students was Physical Science, with no students answering a "high" number of items correctly, and 93.7% answering only a "low" number of items correctly.

Freire CS PSSA Science Subscores/Anchor Scores 2010

Performance Level	Nature of Science	Biological Science	Physical Science	Earth and Space Science
Low	81.0%	81.0%	93.7%	87.3%
Medium	15.9%	19.0%	6.3%	11.1%
High	3.2%	0.0%	0.0%	1.6%

Local Assessments

As was mentioned earlier, Freire Charter School does not test our students using a benchmarking nationally standardized test to gauge student progress. We use locally developed Math and Reading tests that we administer at the beginning and at the end of 9th grade to diagnose our students' strengths and weaknesses before they come to school, and to assess their growth and future needs at the end of their first year at the school. We also began using the 4Sight tests from Johns Hopkins two to three times per year this year in grades 9, 10 and 11 in order to give our students some formal preparation in taking the PSSA tests, and to give our teachers some feedback on how well they are preparing their students to take the PSSA tests in 11th grade.

The locally developed tests have proven very valuable to our teachers and administrators. Some results of these tests are provided below to offer some insight into how we use them to guide instruction and instructional planning at Freire.

The first set of tables and charts shows a breakdown of the percentages of students who scored at particular reading levels when they entered the school as 9th graders in the fall of 2009. As the first table and the accompanying pie charts show, two thirds of our students entered the school with 7th grade level reading scores or below (67%). By the end of the school year in June, 80% of our students were reading on grade level, an improvement of 47%. The second table

shows the progress that our entering 9th graders made in reading over the course of the year. Of those who entered with 4th to 5th grade reading skills, 46% completed the year with 6th to 7th grade skills, and 41% had progressed all the way to reading at a 9th grade level. Of those who entered with 6th to 7th grade reading abilities, nearly all of them (88%), were reading on grade level by the end of the year.

**Reading Local Assessment Results: Freire
Charter School's 9th Grade Pretest and Posttest
Scores 2009—10**

Grade level	September '09	June '10	Change
2nd — 3rd Grade	1%	1%	0%
4th — 5th Grade	27%	3%	-24%
6th — 7th Grade	39%	18%	-21%
9th Grade Level and Above	33%	80%	+47%

Reading Growth for Freire's 9th Grade Fall 2009 to Spring 2010

Start of Year Level	End of Year Level		
	Remained Below 6 th Grade	6 th to 7 th Grade level	9 th Grade Level and Above
Started 2nd to 3rd Grade	100%	-	-
Started 4th to 5th Grade	11%	46%	41%
Started 6th to 7th Grade	-	12%	88%
Started 9th Grade +	-	-	100%



NOTE: READING LOCAL ASSESSMENT CHART FALL 2009



NOTE: READING LOCAL ASSESSMENT CHART SPRING 2010

Math Results

Freire Charter School's 9th grade students took a math "pre-test" at the beginning of the 2009-10 year, and a "post-test" (their final exam) at the end of the year. The results from these tests showed that a large majority of our students (81%) were scoring well below their grade level in Math- at 6th grade level or below. The students as a whole were able to represent numbers in different ways and make calculations (i.e., using the order of operations, fractions, decimals, etc.) with just over 50% accuracy. By the end of the year in June, 61% of the students were scoring on grade level or above- a substantial improvement of 42% of students progressing at least 3 grade levels in math over the course of the year. At that time, the students demonstrated that they could calculate accurately and represent numbers in different ways with 90% accuracy- a 40% improvement.

Of the students who entered at or below a 4th grade level in Math, 67% passed their final exam, proving proficiency on 5th and 8th grade anchors. Of the students who entered at a 5th to 6th grade level, nearly half (45%) improved to 9th grade level by the end of the year.

In June, 25 students who tested on grade level in September were tested on 11th grade anchors. Sixteen of those students (64%) scored 75% or above on that assessment, and 5 of them completed the exam with 90% accuracy, indicating a need at Freire for higher level math classes beginning in 10th grade.

Math Local Assessment Results: Freire Charter School's 9th Grade Pretest and Posttest Scores 2009—10

Scoring Level	September '09	June '10	Change
PCT Scoring at 2 nd to 6 th grade level	81%	39%	-42%
PCT Scoring at 8 th grade level or above	19%	61%	+42%
PCT Scoring at	0%	10%	+10%

Student Assessment - Attachments

- Freire Charter PSSA Scores
- Freire Charter Local Assessments

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

The central academic concept at Freire is that students must master the key concepts and skills of each subject in order to receive a passing grade and to progress to the next academic level. In order to prove mastery of material presented in an academic course, students must demonstrate an achievement score of 75%, as measured by a combination of internal assessment measures, including, but not limited to, traditional paper and pencil tests, portfolios, presentations, oral quizzes, performances, projects, and a final examination for the course. This year, Freire began using the Triand online grade tracking and planning system for teachers to plan and track students' individual academic progress and their students' progress as a group.

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

Freire has a strong special education program, led by a Director of Student Services. This program helps to identify students who have special educational needs that need to be addressed in order to maximize student achievement, and helps to bring extra resources and attention to those students with special needs.

Freire also has an afterschool tutoring program for students who are struggling, in addition to having many teachers who hold office hours after school to help students who are having difficulty academically. For older students, Freire has peer tutors who are trained and coached by the school's directors to help their peers. They are available in every subject, after school and before school as well as during lunch. Parent, teacher, student meetings happen quarterly for any student who is failing two or more classes within that timeframe. The school also holds required summer programs for incoming 9th graders to boost their skills prior to starting their first school year at Freire.

Student Assessment - Attachments

- PSSA Results 2003-2010
- 2009-2010 Intensive Reading Results
- 2009-2010 Intensive Math Results

Teacher Evaluation

a) List the main features of the school's teacher evaluation plan.

Freire Charter School has been designed to function as a true community of learners, with teachers and administrators constantly challenging, supporting and learning from each other the best ways to prepare our students to attend and succeed in college after graduation. Our teacher evaluation process is a central part of our learning community, as we try to assess our teachers' needs and strengths, and improve their skills as teachers and as contributors to the overall health and strength of the community. Our teacher evaluation process is therefore a method of continually assessing and providing feedback to teachers from administrators and from their peers, focused on the core school goals of implementing effective learning environments. All teachers are evaluated formally once per year. Informal evaluations are completed regularly. The purpose of these evaluations is to provide support and feedback for teachers. Informal evaluations are presented in the form of an anecdotal record, accompanied by a strengths and weakness analysis. The key components of our teacher evaluation system are:

- Evaluation is based on the characteristics of effective learning environments established by the school's leadership team.
- Teachers' strengths and weaknesses relative to the four pedagogical ideals of effective learning environments as identified by Freire Charter are documented, and teachers are provided detailed descriptions of the behaviors that constitute those four ideals

- Evaluators are expected to assess performance indicators as set forth in the teacher expectation section.
- The evaluation is designed to track areas of needed growth and to show the growth that has taken place.
- Areas of a teacher's success are highlighted in the formal evaluation.
- Areas of a teacher's weakness are also highlighted in the formal evaluation.
- Teachers are given the opportunity to express their opinion and agree or disagree with the evaluations.
- Evaluations encourage reflective teaching practices.
- At the end of each school year, all teachers are expected to work in tandem with the leadership team to create a Personalized Performance Plan which outlines a course of action for addressing needed areas of growth for the coming school year.

b) List entities/individuals who are responsible for teacher and staff evaluation.

Specific individuals who evaluate staff are:

- Kelly Davenport, Ed.D. Head of School - has PA principal certification.
- Sue Thompson, Head of Academics- has PA principal certification.
- Deborah Stern, Ph.D, Master Teacher
- Beth Terry, Head of Academic Supports - is currently in school to become certified PA principal.

The evaluation process is as follows:

- The Head of Academics is responsible for carrying out the previously referenced observation process. The Head of Academics is responsible for observing, mentoring, and coaching.
- Informal observations occur as frequently as possible where feedback that is designed to help the teacher with reflective teaching practice is provided afterward. Sometimes the Head of Academics uses an “anecdotal record” format to document what they see happening in the classroom from beginning to end of the lesson. This “anecdotal record” is then shared with the teacher as way to help them see what the team leader sees as well as a spring board for further discussion and growth.
- The Head of Academics formally evaluates any/all teachers up for contract renewal at least once per year.
- Students complete anonymous teacher evaluations.
- Formal evaluations become one of the pieces of data used for renewal of contracts and are used as the basis for developing annual Personalized Performance Plans.
- The Head of School informally observes and supports the Head of Academics on these tasks. Where extra help and support is needed, the Master Teacher and/or Head of Academic Supports may also help.

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

Weekly meetings are held for teams of teachers (divided by grade level, and led by a peer, called a "collaboration leader"). During these meetings, the Head of Academics, in conjunction with the Student Services Office, helps team leaders reflect on their own practices and helps further their own training. Specifically, during collaboration team meetings, teachers are afforded the opportunity to discuss goals they have established for their teams, obstacles and challenges they encounter in the classroom, and pose questions/scenarios they would like help and support in handling. Collaboration teams act as the primary support mechanism for teachers to develop and refine their craft as teachers. All collaboration team leaders serve also as members of the Professional Learning Community team, a group of community stakeholders responsible for leading school reform efforts. The PLC team meets regularly throughout the school year.

Regarding formal evaluation training, the three primary evaluators mentioned above attended professional development opportunities at PaTTAN that pertained to teacher evaluation. These trainings spanned from special education law to curricular ladder usage in the classroom and differentiated instruction to school-wide effective behavior techniques. The Head of School and Director of Academic Supports attended the Pennsylvania Inspired Leaders Trainings throughout the 2009-2010 school year.

Teacher Evaluation - Attachment

- Teacher Evaluation Plan

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

At the Annual Meeting in June 2010, all Board Leadership was affirmed and remains constant. Tom Caramanico was re-elected president of the Board, Gerald Escovitz Vice President, Lenora Berson Secretary and Phil Marchese the Treasurer as well as Assistant Secretary. David Bryant is Executive Committee Member at Large, and he also chairs Freire's audit committee.

In the last summer of 2009, Keisha Hudson resigned from the board as her job required more and more travel for her and less time to dedicate to Freire. As a result, Freire added Eldron Blackwell to the board, who was voted in during the Fall of 2009 and serves on the fundraising committee. Stepping off of the board at the June 2010 meeting was parent Trina Singleton.

At the administrative level, Erin Hilson stepped down from her post as Head of Academics in early September 2009. At the same point in time, Erin Kohler stepped aside as Director of Student Services. Pam Breezeatl then became Director of Student Services, and Susan Thompson Head of Academics.

Board of Trustees

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

Lisa Hoffstein	N/A
Sheila Brown	N/A

Professional Development (Governance)

O'Donnell and Associates has worked in close contact with the Head of School and Board President to ensure that the Board of Trustees is current and maintains the law around issues regarding: the Sunshine Law, the Charter School Law in general, and Due Process. Mr. O'Donnell meets frequently with the Head of School and Board President to review policy and procedures around the Ethics Act, Open Records Act and the Sunshine Law and other policies.

Coordination of the Governance and Management of the School

The governance and management of the school is coordinated through the Executive Committee of the Board of Trustees. On this committee sit 5 board members as well as the Head of School for Freire. This committee meets every month and provides advice to the School concerning management and governance issues and makes recommendations to the Board. Additionally, the Board President and Vice President meet frequently with the Head of School to ensure all policies and procedures are being fulfilled and followed. During monthly board meetings of a quorum of the board, issues are brought forth, votes are cast where appropriate, and action is taken. There are also several committees of the board that meet and then report back to the full board.

Occasionally, Board members have attended meetings with School Reform Commission (SRC) members as well as members of the Philadelphia School District's Charter Office.

Coordination of the Governance and Management of the School - Attachment

- 2010-2011 Board Meeting Schedule

Community and Parent Engagement

Parents serve as board members. Also, regularly scheduled Family Association meetings are attended by board members when needed. These Family Association meetings happen almost every month. In addition, the administration of Freire puts out a weekly email blast to all parents, staff and community members on our email list. Weekly emails invite all stakeholders to upcoming events at the school. All board meetings are also published in advance on the Freire school calendar sent home to all parents, on our website and in the [Philadelphia Inquirer](#). Names and contact info. for all board members is posted clearly throughout the school building.

Freire continues to push forth on its Parent Outreach Plan, which was launched in 2008-2009 and continues today. Brett Shiel, Director of Community Resources and

Family Involvement makes sure that parents have an active, vibrant voice in our school and its successes.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

Freire Charter School has recently decided to invest more deeply in its fundraising and development efforts, both financially and in practical application — investing time and talent, in addition to treasure. The Board is dedicated to making fundraising a higher priority and in setting serious but attainable goals to secure a strong financial and programmatic future for Freire Charter School. In February, Ann Hedges Pagano was hired to lead Freire’s development efforts, in conjunction with school management, the Board of Directors, and a brand-new and not-yet-fully-formed Development Advisory Board.

In order to lay the groundwork for future fundraising success, in the final quarter of the 2009-2010 fiscal year, it is imperative that Freire set up certain systems to facilitate development efforts. These are outlined below.

Freire has immediate funding opportunities, and therefore those will become top development priorities. The Board and Head of School are working diligently to acquire additional space to accommodate a new middle school for fall, 2010, but those efforts are separate from the general fundraising plan. Within existing programs, the top funding priority is the Freire Corps, which has been funded for the last year by a federal stimulus (ARRA) grant, which will close out in July, 2010. \$175,000 is needed after that time in order to continue this program in its current incarnation.

Looking beyond June 30, in the first quarter of the 2010-2011 fiscal year, Freire’s development plan is to build its infrastructure, work toward one-on-one solicitation opportunities, initiate a plan for major gifts fundraising and bring prospective donors through our organization through a fundraising process called moves management — we will focus on cultivating and stewarding our prospects in addition to actual solicitation.

1. GROUNDWORK:

Until now, Freire has used an Excel spreadsheet to track gifts and donors. While this has been an adequate and effective tracking system to-date, it will not support the deeper relationships Freire expects to cultivate with its constituents. In order to better manage each prospect and his or her relationship with Freire, and to facilitate fundraising planning, tracking and reporting, it is suggested that Freire invest in

eTapestry, a web-based donor management platform. Ann Pagano has been in conversation with eTapestry's representatives and will have a proposed budget for this initiative during the week of March 22.

Should Freire Charter School approve the proposal and we begin to utilize eTapestry in our development program, eTapestry will import all existing donor records into a database on their platform, to which we can add accounts individually or *en masse*, at any time. It would also be wise to consider increasing our database by investing in mailing lists to include our neighbors in Center City and other target groups we'd like to introduce to our school and with whom we would like to celebrate our successes. In addition to creation of a basic database that will track gifts and manage fundraising reports and mailing lists, the eTapestry program modules considered include the following:

WealthPoint, a prospect research tool that will help us gauge wealth, consider a prospects' other interests and philanthropic history, and assign a rating to each, which will help determine which of our prospects will be most inclined to support Freire Charter School.

Matchfinder, which identifies corporate match policies for the corporations for which our donors work, and alerts us to that relationship so that development staff may follow-up with donors to double their gifts, thereby increasing our revenue without additional solicitation.

Moves Management, which manages each stage in our relationship with prospective donors, from initial contact to cultivating their interest in Freire, to a solicitation, to stewardship and finally, guiding the relationship toward a repeat and hopefully increased gift.

eCommerce, which will fully integrate our eTapestry database with online giving and event registration functions, and will work seamlessly with our new website.

2. **FREIRE ADVISORY BOARD:**

Over the past several months, and through its work with the consulting firm of Schultz & Williams, the Board of Directors has decided to form an advisory board to focus on development. Gerald (Gerry) Escovitz and Eldron Blackwell are the Board fundraising chairs and will oversee this new board. Ann Pagano is currently in the process of setting up meetings and calls to determine a plan for this group. Gerry and Eldron have potential members standing by. It is expected that this Freire Advisory Board will meet regularly, although probably not as frequently as monthly. Members will be charged with setting an example through their own meaningful giving to Freire, guiding and troubleshooting on behalf of the development department, and acting as our team of fundraising cheerleaders. This group will help spread the word about our successes here, expanding our visibility in the Center City community and beyond, which will increase our prospective donor base and lead to additional introductions.

It is proposed here, pending conversation with the existing Board, that this group meet monthly through the end of the current fiscal year, and then bi-monthly thereafter. The Freire Advisory Board shall remain relatively small, consisting of 5-6 members. Each new member shall be given a tour of the school, asked to support Freire Charter School, and shall bring to the board new ideas of groups or individuals who may have a real interest in supporting our success.

3. FISCAL YEAR 2009-2010 — CLOSING THE GAP:

Because Freire Charter School has been without development staff for the majority of the current fiscal year, the school shows a serious shortfall in its projected fundraising budget, despite efforts to keep fundraising going during the interim.

Bridge to Wisdom, our annual fundraising event, has increased its revenue each year. This year should was no different. Freire beat it fundraising goal for the event and met our fundraising goal for the year as a result. Governor Ed Rendell as well as Senator Anthony Williams were awarded our annual Bridge to Wisdom awards, some Philadelphia Eagles were present and additional football memorabilia were featured as auction items.

Board solicitation and annual board giving occurred by 100% of the board members.

Freire Corps is a major funding priority, and grant opportunities are presently being sought, either to cover the \$175,000 needed to maintain the Freire Corps, or in smaller grants to cover other program needs, thereby freeing budgeted funds to cover Freire Corps expenses. Freire received a small grant from The Hamels Foundation and TDBank, with other options explored, including the McLean Contributionship and various smaller grants through corporations like Target.

4. LOOKING FORWARD — FISCAL YEAR 2010-2011:

The first quarter of Fiscal Year 2010-2011 includes two summer months, July and August. While we are eager to host prospective donors for tours of Freire with coffee or lunch events, obviously it will be better to do this when school is in session. Therefore, the majority of the summer will be spent tending our new database program, researching and rating our prospects, and planning the cultivation of new donors in the fall.

To prepare for a Fall 2010 rollout of monthly school tour/site visit events and to build a solicitation calendar, the following groundwork will be laid in July and August:

20 Community Groups will be identified whose members might have an interest in the school. This shall include business associations, neighborhood watch-type groups, condominium associations, and other civic leadership groups. Contact will be made with each of those organizations to introduce their members to Freire

and initiate a relationship with the organization first, then later, individuals within the group.

20 Faith-based organizations or congregations will be identified that may have an interest in the school. After initiating contact with these organizations, an introductory meeting will be proposed to each group or congregational member. Ultimate goal may be to solicit an invitation to speak to their members about the work being done at Freire, in particular with regard to the ideals of peace and social justice, our commitment to nonviolence, and of course, the success of our students and our school.

Among the prospects entered into or added to our eTapestry database, the entire database will be run through WealthPoint to determine which prospects may be most inclined to support Freire. From the database:

250 constituents will be identified as our top-rated and most promising prospective donors. Each of these will be contacted with an initial, introductory letter to gauge their interest in Freire Charter School. From this list, we will move these prospects toward a visit, then a solicitation and proper stewardship later in the fiscal year — likely in the second quarter.

All prior donors will receive a newsy letter updating them regarding Freire Charter School's progress — our recent successes, graduation highlights, middle school plans, etc. This will steward them toward a solicitation later in the fall.

Board shall be solicited during this first quarter for the 2010-2011 fiscal year, with the understanding that they do not need to make their actual gift at this time, but that before we solicit our other donors, we need 100% Board commitment to supporting Freire Charter School during the current year, at a level appropriate to each individual Board member. The amount of their gift is not important; participation by the entire Board is, as it shows their commitment to the school when we approach other potential donors.

By the end of the first quarter of Fiscal Year 2010-2011, the goal is to have \$25,000 raised or committed, i.e., by September 30. This will start our school year off on a positive fundraising note, and lead us into the proposed October 2010 Freire 5k Fun Run with development success already under our belts.

Fiscal Solvency Policies

Throughout the 2009-2010 school year, Freire maintained a \$350,000 line of credit with Citizen's Bank.

We maintain fiscal solvency by ensuring that we account on an accrual and a cash basis; we report financials to the Board monthly on both; and the Board Treasurer and Head of School work very closely to guide the finances of the school. In addition, our accounting firm Charter School Choice provides accurate and timely accounting for all our financial needs involved with reporting, grants at the federal and state level, liaising with our auditor, our attorneys, and other related parties.

Accounting System

Freire's school accountant maintains the accounting records on Quick Books Pro. The records are maintained on a cash basis. Quarterly and monthly income statements are prepared and submitted to the Board of Directors after Freire's Head of Administration pores over them for accuracy. These quarterly statements are approved of and presented by the Finance Committee to the Executive Committee and full Board. Freire's accounting practices comply with GAAP at all times.

Preliminary Statements of Revenues, Expenditures & Fund Balances

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

- 2009-2010 Preliminary Revenues and Expenditures

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

Our auditor for the 2008-2009 and 2009-2010 school years is Citrin Cooperman. In the audit for the year ending on June 30, 2009 there were no material findings. Further, on page 25 of that report, the auditor states that "the results of our tests disclosed no instances on noncompliance or other matters that are required to be reported under Government Auditing Standards."

An audit for the year ending June 30, 2010 will be completed by October 30, 2010 and will be submitted at that time.

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

- Auditor's Annual Report

Citations and follow-up actions for any State Audit Report

Freire has never been audited by the state auditor. Our 2008-2009 audit had no citations of any kind.

SECTION VII. FACILITY RESPONSIBILITIES

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

Throughout the course of the 2009-2010 school year, Freire purchased the following furnitures and equipment:

- Smartboards for all classrooms
- Computer equipment and hardward to accompany all Smartboards
- Handwashing and safety equipment
- Computerized HVAC panel
- Folding cafeteria tables
- Laptop computers
- White boards
- Walkie Talkie system
- Additional lockers
- Various pieces of furniture (desks, chairs, tables, shelving)

Future Facility Plans and Other Capital Needs

Over the course of the 2009-2010 school year, Freire submitted an application to our authorizing district, the Philadelphia School District, requesting to expand to become a school serving grades 5-12 and 1000 students.

On June 16, 2010, the Philadelphia School Reform Commission granted us permission to become a 5-12 grade school and to increase our target enrollment from 440 students to 590 students effective immediately. While Freire does not plan to start serving middle schoolers in the 2010-2011 school year, it does plan to do so beginning in the summer of 2011. Expansion of this kind will require the acquisition of new space for the earlier grades.

The high school, however, plans to continue in its current location - 2027 Chestnut Street, although even there we are looking for additional space as our current space is just too small to serve our students and faculty fully. Immediately adjacent to our current high school stands a vacant city building usually refered to as "The Annex." While we have made every attempt we can think of to develop that space for our students, the city has not yet committed to this.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

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

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

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

Freire Charter School administrators have attended several seminars during the current school year on Crisis Management and Crisis response planning to enhance their understanding and knowledge of current trends in safety and crisis management. This team continues to meet the obligations of the REMS grant. We received an 18 month no cost extension from the government in order to finish the project. We have developed a timeline for the REMS grant and finishing the tasks that we have yet to complete. As a part of the REMS grant we now offer CPR to all staff members who wish to become certified. In order to protect the safety of students and staff, Freire Charter School is accessible by a single entry point. Each student, staff and visitor must pass through this entry, ensuring building security at all times. All visitors are required to sign-in and wear appropriate identification while in the building on school business.

Included in this report, Freire has included a copy of the Reimbursement and Report of School Health Services for 2009-2010 school year. The copy of this report serves as adequate proof that Freire Charter School has maintained adequate nursing and health services over the past year.

In order to maintain health and immunization records the school has done the following:

- 1) Filed the school immunization report on Oct. 15th as required by the Commonwealth.
 - a) The school has instituted rigid guidelines in the post-admissions process in order to assure that proper immunization records are obtained prior to students starting school.
- 2) Each student's health record was updated and these updates included the following information:
 - a. Every student received the appropriate health screenings as required by the state. The results of the screenings were recorded in the health records for the student.
 - i. Each student's parent received the results of these screenings by a letter that was sent in a confidential mailing.

ii. Students who needed additional vision assessments were notified by a letter that was sent in a confidential mailing.

b. Each student's height and weight were recorded and the BMI index was calculated and recorded for the health records.

i. Students whose BMI was above the 80th percentile were notified by a letter that was sent in a confidential mailing.

3) The school nurse sent out a health screening packet at the beginning of the year that required parents to identify any existing health conditions, medications or health needs of their child.

4) The school nurse sent out information packets that were designed for parents to identify health conditions that require students to be excluded from school including contagious or potentially contagious diseases.

5) As a part of our health services this year the school took part in the Department of Health's H1N1 vaccination campaign. Approximately 45 families signed up for this service and were provided with the H1N1 vaccine.

6) As a part of the ongoing REMS grant, the school has adopted a Pandemic flu plan. In addition this year the school took additional measure to help stem the spread of H1N1. The measures included:

a) Additional cleaning of common surfaces area common areas

b) Installation of hand sanitizer dispensers in all classrooms, hallways, etc.

c) More specific daily monitoring of attendance

d) Educational material sent to parents/guardians regarding H1N1

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

- Wellness Policy
- 2009-2010 Request for Reimbursement and Report of School Health Services

Current School Insurance Coverage Policies and Programs

The school has the following insurance coverage: Director's and Officer's Liability , Educator's Professional liability, accident insurance, commercial package, extra expense, general liability, computer equipment, crime, automobile, umbrella liability, workers compensation and dental and health insurance. General coverage is held by The Hirshorn Company, 14 E. Highland Avenue, Philadelphia, PA.

Current School Insurance Coverage Policies and Programs - Attachment

- ACCORD Certificate

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

Freire employed 36 professional staff members the 2009-2010 school year. Of this number, 29 (81%) plan on returning for the 2010-2011 school year, with 7 professional staff moving on to other things. 3 of those 7 were not a good fit with the school in general. 1 is moving on to a local graduate school to study educational leadership; another to a different local charter school; still another to a private school so that his children will receive a tuition-free private school education. The last is leaving us to hike around the world.

86% of our staff was certified for the 09-10 school year. 100% of our staff was HQT.

Quality of Teaching and Other Staff - Attachments

- 2009-2010 PDE 414
- 2009-2010 LEA Staff Profile

Student Enrollment

Admissions Policy of Freire Charter School for Students Entering Fall 2010

In order to attend the Freire Charter School, an applicant and his/her legal guardian must perform the following actions:

1. Complete and submit a Freire “Application for Admission”.

Please note that Freire currently does not accept applications from students seeking spots in Grades 10-12. All openings at Freire are for the 9th Grade only.

An individual can obtain an application by downloading one from the Freire website, requesting one be mailed home, or picking one up from the school in person. An individual can submit this completed application by mailing it back to the school, faxing it back to the school, or dropping it off at the school during regular school hours.

Upon receipt of your application, Freire will send you a confirmation postcard that will also contain your Application Identification Number (AIN). Please keep this number safe as it will be used during the posting of lottery results on the Freire website.

As required by PA charter school law, Freire Charter School uses a lottery system for admitting its students. Freire currently conducts two lotteries.

First Lottery:

The deadline for the First Lottery is December 15th. All applications must be either postmarked by this date or received by Freire’s Admission Office by 3:00pm that afternoon. No exceptions will be made.

The public lottery will be held at 3:30pm on Thursday, January 7th in the Freire Gym. Prospective students and their families are welcome and encouraged to attend. One hundred (100) AIN cards will be selected and announced and the results will be posted on the Freire website the next day as well as mailed home with an Intent to Enroll Form.

Second Lottery:

The deadline for the Second Lottery is March 1st. All applications must be either postmarked by this date or received by Freire's Admission Office by 3:00pm that afternoon. No exceptions will be made.

Please note that if you applied for the First Lottery and were not selected at that time, your AIN will automatically be placed into the Second Lottery.

The public lottery will be held at 3:30pm on Thursday, March 25th in the Freire Gym. Prospective students and their families are welcome and encouraged to attend. The Director of Admissions will draw AIN cards for as many spots as there are left available in the incoming 9th Grade class. All students selected will be announced and an Intent to Enroll Form will be provided.

All remaining students at this time will be placed on the Waiting List. The Director of Admissions will continue pulling AIN cards until each card is associated with a spot on the Waiting List. Due to the large number of applicants, the results will be posted only on the Freire website by AIN rather than mailed. Please do not call the Admissions Office to find out your place on the list.

For all applications submitted after March 1st, Freire will select applications on a first come, first serve basis. No student will be accepted, however, until all students from the Waiting List mentioned above have been offered admission first.

2. Return required documents by deadlines if selected in a lottery in order to hold your spot at Freire

It is important to understand that being selected in a lottery is only Step One of being enrolled at Freire. The next step involves submitting the required documents by the proper deadline or your spot will be forfeited.

If selected in the First Lottery, you must submit all documents directly to the school in person or by mail (no faxes accepted) by 3:00pm on February 10th. Failure to meet this deadline forfeits your spot at Freire and your name will not be carried over into the Second Lottery unless you re-apply over again and are assigned a new AIN. No exceptions will be made.

If selected in the Second Lottery, you must submit all documents directly to the school in person or by mail (no faxes accepted) by 3:00pm on April 16th. Failure to meet this

deadline forfeits your spot at Freire. You may re-apply again to be assigned a new AIN and placed at the end of our waiting list.

Freire is not responsible for lost documents and cannot accept any claims for missing material being sent in by the deadline. Please send your material via certified mail if you would like a receipt of its delivery.

The required material to continue the enrollment process is as follows:

- Intent to Enroll Form (provided with lottery decision)
- Copy of Birth Certificate
- Affidavit of Proof of Residency
- Recent Immunization Records
- IEP (if applicable)
- Copy of 8th Grade Report Card showing the First Semester Grades (Quarters 1 and 2) at a minimum. All grades in Core Subjects must be a grade of C and/or 70% or better (as long as this mark is considered passing in your current school)

In regards to an applicant's report card, Freire defines "core subjects" as coursework in mathematics, reading, language arts, history, foreign language, and science. Again, all grades must be at a C-level or better in order for your credits to transfer over to Freire.

If your AIN card is selected during the First Lottery and you submit a Report Card with grades below the C-level, your spot will be forfeited. You are encouraged to study hard, bring up your grades, and re-apply for the Second Lottery.

3. Submit final 8th Grade Report Card by June 30th.

All students coming to Freire must submit proof of successfully completing their 8th Grade Year. Again, all academic work in core subjects must be at the C-level or higher or your grades cannot transfer to Freire and your spot will be forfeited.

4. Attend Summer Clinic

All incoming students must attend a summer clinic where they will be tested in reading and math.

For Families of Students on the Waiting List:

As a rigorous, safe, and nurturing high school that sends 95% of its students off to college, Freire attracts far more applicants than we have space to accommodate. As a result, we have to use a Waiting List.

We will start using our Waiting List after the April 16th deadline families of students selected in the Second Lottery were given if we still have space available. The Director of Admissions will contact families in the order of the Waiting List to see if they are interested in still attending Freire. Any family still interested will have three (3) business

days to provide the documents required in Step Two in order to hold their spot at Freire. If this deadline is not met, the Director of Admissions will move on to the next applicant on the Waiting List and you will be assigned a new number at the bottom of the list.

The website will be updated periodically to show prospective families where we are on the Waiting List in terms of selecting students. You will be contacted if a space opens up, so please do not contact the Office of Admissions to see if we have space.

Trends in Enrollment

Study year after year confirms that students who successfully complete the 9th grade are highly unlikely to leave the school. The greatest student turn-over exists during the 9th grade, at which point between 12-15% of the students at some point in the year leave the school voluntarily. Those students who opt to leave typically do so for a combination of the following reasons: they are reluctant to comply with the school's Code of Conduct, they are retained and do not want to repeat the year again at Freire, or they find the curriculum uninteresting or too challenging for their expectations. Students in 10th-12th grades report staying at the school because they appreciate the nonviolent atmosphere that our community enforces and they value the commitment of the staff, the rigorous curriculum and having input in the governance of the school. On average, approximately 25% of all 9th and 10th graders must repeat the year. While this number is high, it is borne out of Freire's high academic expectations and students needing to adapt to the rigorous work ethic required to fulfill those expectations. Freire had to expel one student during the 2009-2010 school year.

Freire is usually overenrolled during the school year, yet we have never received any funding for those overenrolled students.

Student Enrollment - Attachment

- 2010 Admissions Policy

Transportation

Freire Charter School does not have a transportation program. Philadelphia students receive transpasses from the Philadelphia School District, therefore allowing them to take public transportation to and from school each day at no cost. This arrangement holds true for Freire students living in the city limits, as well as special education students.

Food Service Program

During the 2009-2010 Freire Charter School participated in the National School Lunch program. As a School Food Authority, we employed a management company to oversee the program itself. The program consisted of two meals and an after school snack that were served at the school during the day.

Breakfast was served in the classroom. Every student had the opportunity to eat breakfast free of charge. The school funded the breakfast program. For the year, we had 98% participation in the breakfast program. Breakfast met all nutritional standards that are required by the National School Lunch Program.

Lunch was a self contained meal available to all students who wanted it. Brown bag lunches were made available to the student body. In addition, the majority of students were permitted to leave the school and purchase their lunch in the community. This open campus policy negatively affected our participation rate. Only approximately 30% of students took advantage of the lunch program. Lunch met all nutritional standards that are required by the National School Lunch Program.

Because Freire has a mandatory after school program we also offered students afternoon snack. All students who participated in an after school homework club or help session were provided with an afternoon snack. These snacks met or exceeded the national nutritional guidelines.

Student Conduct

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

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

Freire Charter School publishes all expectations, rules and consequences in a student/parent handbook which is distributed in the beginning of the school year. Staff reviews the behavioral expectations with each group of students.

Consequences are listed in the code of conduct and are tailored to individual cases. This is done in order to effectively find ways to modify unwanted behavior. All possible consequences are also published in the code of conduct. In addition, parental conferences are conducted when traditional interventions are not working. The school tries to find various ways to motivate students and modify unwanted behavior. This way, we create an atmosphere that is built on mutual respect and trust.

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

- All students and parents receive the proper notification;
- Informal hearings are held for every suspension;
- Formal hearings are held for any student recommended for expulsion;

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

There were a total of 148 suspensions in the 2009-2010 school year. Broken down by quarters, in 1st Quarter we had 21 suspensions; 2nd Quarter 36; 3rd Quarter 43; and 4th Quarter 48. There was one student who was expelled from the school during the 2009-2010 school year.

Student Conduct - Attachment

- Discipline Policies

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2010

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

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

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

Board President

Date

Chief Executive Officer
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 Freire CS 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: Kelly Davenport **Title:** Head of School
Phone: 215.592.4252, ext 1356 **Fax:** 215.557.9051
E-mail: kdaven1048@aol.com

Signature of the Chief Executive Officer and Date

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

Name: Thomas Caramanico **Title:** President, Board of Trustees
Phone: 215.592.4200 **Fax:** 215.574.3665
E-mail: tom@mtmail.biz

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name: Christopher Zagacki **Title:** Director of Student Services
Phone: 215.557.8555 **Fax:** 215.557.9051
E-mail: chrisz@freirecharterschool.org

Signature of the Special Education Contact Person and Date

Signature Page - Attachment

- Signature Page 2010