
Pennsylvania Department of Education



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

Charter Annual Report
Tuesday, May 07, 2013
(Last Accepted: Friday, October 28, 2011)

Entity: Freire CS
Address: 2027 Chestnut Street
Philadelphia, PA 19103
Phone: (215) 557-8555
Contact Name: Kelly Davenport

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Summary Data Part I

Charter School Annual Report Summary Data 2011 - 2012

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 four years ago. **Opening Date:** September 7, 1999

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

Percentage of Certified Staff: 92% **Total Instructional Staff:** 33

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

Attendance Rate/Percentage: 94%

Second Site Address, Phone Number and Site Director:

Our second site will open in August 2012 at 1026 Market Street, Philadelphia, PA 19103. The site directors will be Beth Terry and Sue Thompson. Both can be reached at 215.557.8555.

Summary Data Part II

Enrollment: 470 **Per Pupil Subsidy:** \$8,773.03Regular Education; \$19,422.86Special Education

Student Profile

American Indian/Alaskan Native:	0%
Asian/Pacific Islander:	.4%
Black (Non-Hispanic):	93.4%
Hispanic:	.8%
White (Non-Hispanic):	.2%
Multicultural:	5%

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:
83%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 78

Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	0	0	0	0	0	177	177
Instructional Hours	0	0	0	0	0	1034	1034

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. We respect "student voice" and place students in the center of teaching and learning, peacemaking, and policymaking at the school, believing 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. This year, the school increased its enrollment to 470 students in grades 9 through 12, and in August 2012, we will add an additional 350 students at a second campus, serving grades 5, 6, and 8 (the second year at that second site will include 7th grade as

well). Freire's ultimate enrollment goal is 1000 students in grades 5 to 12 by school year 2013-14.

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. As a result of these and other continued successes of our students, Freire was recognized by the National Title I Association in 2010 as a "Title I Distinguished School," which is an award based on student achievement gains. Furthermore, in 2010 Freire Charter School was one of three charter high schools in the country to be selected as an EPIC Award winner. The EPIC Awards, sponsored by New Leaders for New Schools, recognize schools and teachers whose students have made impressive longitudinal gains on standardized assessments.

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 2011-2012 school year, 76% 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. This goal was MET in 2011 and in 2012, with over 76% of 11th graders performing at the Proficient level on the PSSA Math test both years. The new goal for 2013-23 will be 79% proficiency. In 2012-13, this will include the Keystone exam in Algebra in 11th grade in place of the 11th grade PSSA, and the Reading PSSA scores for all of the new 5th, 6th, and 8th graders.
- **READING Goal.** By the end of 2011-12 school year, 67% of all students in grades 9-11 will be proficient or advanced in reading as measured by the PSSA and other local tests. This goal was not met in 2011 or 2012 by the 11th grade classes, which achieved PSSA proficiency levels of 64% and 58%, respectively. The goal remains for 2012-13 to have 67% of all students achieve proficiency in Reading. In 2012-13, this will include the Keystone exam in Literature in 11th grade in place of the 11th grade PSSA, and the Reading PSSA scores for all of the new 5th, 6th, and 8th graders.
- **WRITING Goal.** By the end of 2011-12 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. This goal was MET in the spring of 2011 and in the spring of 2012, with

students both years achieving over 90% proficiency on the PSSA (93.5% and 90.2%, respectively). The goal for 2012-13 will be 92% proficiency. In 2012-13, there will in 11th grade in place of the 11th be no 11th grade PSSA in Writing- Writing achievement will be measured by PSSA scores in grades 5 and 8. ACT diagnostic and benchmarking exams will also be used to assess high school proficiency levels.

- **SCIENCE Goal.** By the end of the 2011-12 school year, 27% 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. This goal was not met in the spring of 2011 or 2012. In the spring of 2012, 9% of 11th grade students were proficient on the PSSA Science test. In 2012-13, the PSSA Science exam for 11th graders will be replaced by the Keystone Exam in Biology. The goal of 27% proficiency will hold for the the Keystone Exam in 2012-13. The same goal- 27% proficiency in Science- will be in place for the 8th grade students' Science PSSA exams in 2012-13.

Our academic standards are adopted directly from the Pennsylvania Academic Standards and the Common Core State 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

Freire Charter School's Strengths and Challenges during School Year 2011-12

School expansion/Fundraising

Strengths:

- Freire Charter obtained a lease for a facility for the middle school and began renovating the new 500-student school that will open in August of 2012
- Began recruiting and enrolling 400 new students for grades 6, 7 and 8 to begin in the fall of 2012
- Targeted fundraising primarily to school expansion
- Applied for and received a competitive grant for \$350,000 dollars for Middle School expansion from the Philadelphia School Partnership
- Received a US Department of Education grant from the Charter Schools Program for \$298,600 to start the Freire CS middle school
- Raised over \$100,000 dollars in the Bridge to Wisdom fundraising event at the Franklin Institute
- Applied for and received a competitive \$1.26 million grant to create a 21st Century Community Learning Center at Freire CS.
- Applied for a joint Striving Readers Program grant with People for People Charter School and Russell Byers Charter School
- Added a new Board of Trustees member who is an experienced fundraiser

Challenges:

- Fundraising needs for the new middle school will continue as the school grows
- Freire's accountability/AYP scores will be directly impacted by 400 new middle school students coming to the school in the fall
- Hiring and placing staff for an entirely new school (division) has been challenging, but very successful
- Beginning a new 21st Century CLC after school and summer program involved finding a new Center Director, learning about CLC programs, developing programming, identifying staff, obtaining materials, and recruiting students after the school year had already begun

Student Retention

Strengths:

- Student retention has increased dramatically at Freire CS, from 89% retention in 2010 to 96% retention in 2012
- Student retention has increased in every grade over the past 3 years, with the highest grade (11th grade) showing an increase of 9%

Challenges:

- Increased retention of students has resulted in more students with more needs requiring extra attention from teachers and staff. However, the school is adjusting to meet the needs of all of those students, primarily through the grade level academic coordinators.

Administration and Staffing

Strengths:

- CEO is a trainer in the PA Inspired Leaders program
- Freire recruited two top middle school administrators internally, ensuring that they were familiar with Freire's methods and mission (MS Principal, MS Head of Academics). MS Dean of Students was recruited from outside of Freire
- Freire's HS Principal for 2012-13 will be the former head of Support Services, and the HS Head of Academics next year was a HS Academic Coordinator this year (2011-12)
- Added one academic advisor per grade level to assist with student retention and academic counseling
- Implemented a new professional development program for all teachers- Reading across the curriculum
- Nearly all high school staff are returning for 2012-13. Losing only 5 out of 33 teachers.

Challenges

- Professional development will need to continue to focus on Reading and Science, and bring the middle school teachers into the Freire program

Academic Program

Strengths:

- Academic coordinators at each grade level assisted with student monitoring and support
- Keystone Exam preparation continued as the curriculum was aligned with the exams in all core subject areas
- Senior Projects focused on the school's social activist mission.
- Began implementation of the new 21st Century Community Learning Center at Freire, with after school programs providing academic assistance, recreational activities, and enrichment activities with several community partners. Writing Centers and Math Centers were expanded to provide services every day after school.
- The 21st Century CLC provided support that allowed expansion of the track, rowing and cross country and clubs such as Engineering and Robotics, Drumming, Music and Urban Gardening. New partnerships such as with the YMCA provided supervised, healthy activities for students
- All 9th graders were provided homework support after school through the Homework Club
- Began the transition of all high school students to take the ACT college entrance exams from the SAT exams. All 9th, 10th and 11th grade students took the ACT preparation benchmarking exams in English, Math and Science
- Tracked student achievement in reading and math relative to the PA Academic Standards using the 4Sight exams
- Assessed all incoming middle school students with the GMADE and GRADE standardized assessments
- Created a new class for 10th grade students who tested at low levels on the 4Sight Reading exam, focusing particularly on non-fiction reading skills
- Started a new AV club which produces videos to help strengthen school culture

Challenges:

- Reading achievement is still below math achievement across the school
- Science achievement is particularly low as measured by standardized tests
- Targeting students for extra support and encouraging them to stay for extra support through the 21st Century CLC program will be a priority for the coming year
- Retaining more students will require more intensive services and support for those students who in the past may have left Freire prior to graduation

Student achievement

Strengths:

- FCS made all of its Math AYP targets in 2012, and had the highest performance yet in math (76.4% Proficient) on the PSSA 11th grade Math test
- 100% of 11th grade students took the PSSA tests

- The student Robotics Team placed into the Regional competition this year
- Graduated 71 Seniors in the spring of 2012

Challenges:

- FCS 11th graders' Reading performance in 2012 was below the 2011 level (57.7% Proficient)
- FCS 11th graders' Science performance in 2012 was below the 2011 level (8.1% Proficient)
- FCS 11th graders' Writing performance in 2012 was below the 2011 level (90.2% Proficient)

School Safety

Strengths:

- The school maintained its successful anti-bullying stance and activities in 2011-12
- Teachers used anti-bullying curriculum throughout the school

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 decision-making 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 (Fall 2009- Spring 2010)
- Long Range Planning Committee and Major Gifts Prospects (since Winter 2012)
- 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. Our Board also convened for a Strategic Planning Retreat in June 2011 to discuss the future direction of the school and what steps we need to put in place to get there. The information from all of these observations has been gathered and formally analyzed, and has been used to refine our plans and operations for the coming years.

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 have recently graduated from college. Based on our 2011-2012 report from the National Student Clearinghouse, Freire is proud to report that from our graduating classes of 2008-2011, between 77-85% of our alumni were enrolled in college during the fall immediately following their high school graduation. Furthermore, data from the National Student Clearinghouse indicates that from the FCS class of 2008, 89% of college freshmen returned to campus for their sophomore year. For the class of 2009, this figure is 81%. Freire is proud of our alumni, and we hope to continue to improve both college enrollment and persistence figures for our students.

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 salary and benefit packages for staff remain very competitive. We have hired a full-time Director of Development to focus entirely on fundraising and grantwriting. Current plans include continuing to add active new board members, and/or setting up an advisory board. In July 2011, our Board convened a subcommittee to recruit new Board members and expand Board capacity.

Recommendation III — Expansion of the PEACE Project

UPDATE: The PEACE Project has been suspended due to programmatic challenges.

Recommendation IV — Studying the Feasibility of Adding a Middle School (grades 5, 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's capacity at this time.

UPDATE: In June 2011, FCS received approval from the School District of Philadelphia to add the number of students necessary to start a middle school. The Freire middle school program will open in August of 2012. By September 2013, we project that Freire Charter School will have a total enrollment of 1,000 students in grades 5 to 12.

In addition, Freire is in the preliminary stages of exploring the possibility of expanding our model to grow further in Philadelphia and perhaps elsewhere. This will be a decision that our Board and school leadership will make together, and with great consideration to its potential effects on our current 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 August 2012 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: During the 2011-2012 year, Freire has developed new as well as strengthened prior relationships with the community. Some of those include a new partnership with Play On, Philly!, and a deeper partnership with Teach for America. Further, volunteers from Grant Thornton and Morgan Stanley have emerged to become consistent supporters.

Strategic Planning Committee

<u>Name</u>	<u>Affiliation</u>	<u>Membership Category</u>	<u>Appointed By</u>
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Beth Terry	Freire Charter School	Administrator	Kelly Davenport
Blackwell, Eldron	Freire Charter School	Board Member	Kelly Davenport
Brown, Sheila	Freire Charter School; Alumni Parent	Board Member	Kelly Davenport
Bryant, Dave	Freire Charter School	Board Member	Kelly Davenport
Gerald Escovitz	retired	Board Member	Board of Directors
Hoffstein, Lisa	Freire Charter School	Board Member	Kelly Davenport
Jones, Amire	Freire Charter School Student	Other	Kelly Davenport
Kelly Davenport	Freire Charter School	Administrator	Board of Directors
Lewis, Benjamin	Freire Charter School	Secondary School Teacher	Kelly Davenport
Naylor-Jones, Shinita	Freire Charter School	Parent	Kelly Davenport
Pagano, Ann	Freire Charter School; Staff	Other	Kelly Davenport
Phil Marchese	Smith Barney	Business Representative	Board of Directors
Porter, Bill	Freire Charter School	Administrator	Kelly Davenport
Solomon, Scott	Freire Charter School	Board Member	Kelly Davenport
Stupine, Barry	Freire Charter School Foundation	Board Member	Kelly Davenport
Susan Thompson	Freire Charter School	Administrator	Kelly Davenport
Thomas Caramanico	McCormick Taylor, Inc.	Business Representative	Board of Directors
Wiggans, Rachel	Freire Charter School; Staff	Other	Kelly Davenport

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. A grade level coordinator will be added for each grade.

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	<ul style="list-style-type: none"> School Entity 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
<p>Educators will gain the following knowledge and skills:</p> <p>1) Acquire a list of best practices specific to grade and students themselves</p> <p>2) Learn how to collaborate with colleagues around the following- team teaching, critical feedback, lesson planning, trouble shooting, improving classroom management, accommodating and adapting for the special needs student; differentiated instruction.</p> <p>3) Learn how to share and analyze student work.</p>	<p>Best practices indicate that teachers themselves have more power than anyone to effect positive change in their school environments. And that small groups of teachers have the strongest ability to make that change happen.</p>	<p><i>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. Empowers educators to work effectively with <u>parents and community partners</u>. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p>

- 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**

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| <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 | <ul style="list-style-type: none"> • Student PSSA data |
|--|---|

- Journaling and reflecting

Status: In Progress — Overdue

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	• 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 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:

- 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 • Superintendent / asst. superintendents • 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"> • Participant survey

Status: In Progress — Overdue

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	<ul style="list-style-type: none"> School Entity 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Educators will learn that the higher the expectations they set for their students, the higher their students will achieve. They will also learn tools and techniques for motivating students as well as holding them accountable.	Research shows us time and again how the higher the expectations we set for our students, the stronger they perform.	<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. Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. Empowers educators to work effectively with <u>parents and community</u>

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• Superintendent / asst. superintendents• School counselors	<ul style="list-style-type: none">• High school (grades 9-12)

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 — Overdue

Goal: Continued Implementation and Monitoring of Current Student Services

Description: Freire Charter School currently implements several services that support students across departments and grade levels. This services will continue to be implemented and monitored through the supervision of the various department leaders. Department Leaders will meet weekly and communicate any needs that arise.

Strategy: Academic Team Supports

Description: The Head of Academics will ensure the implementation and monitoring of student supports that fall under the Academic Team umbrella.

Activity: College Counseling

Description: The Head of Academics and the Head of Academic Affairs will ensure that all juniors and seniors receive appropriate college counseling. College counselors are available to assist students with applications, essays, and financial aid.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 7/18/2011	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: PSSA Support Groups

Description: The Head of Academics organizes and implements PSSA Support Groups to students who need extra support to score advanced or proficient on the PSSA exams. The Head of Academics works closely with teachers to create specific interventions and monitor the effectiveness of the interventions.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 7/18/2011	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Reading Specialist

Description: The Head of Academics and the Intervention Coordinators collaborate with the Reading Specialists to provide interventions to struggling readers. Strategies are created and monitored for effectiveness.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 7/18/2011	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Response to Intervention Coordinators

Description: The Head of Academics and the Director of Student Services works with the Response to Intervention Coordinators to bring parents, students, teachers, and resources together to help provide targeted, focused interventions for students in need.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 7/18/2011	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Summer Enrichment Courses

Description: The Director of Student Services will look at the needs of the students and determine which classes to offer over the summer months to enrich the knowledge base the students gained during the school year. The classes offered will change yearly, depending on student need. Students can also earn credits during the summer classes.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 7/18/2011	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Tutoring

Description: The Director of Student Services will ensure the implementation of the tutoring program. All teachers hold open office hours from 3:00 - 3:30 daily. Students and staff will work collaboratively to schedule tutoring times on an as needed basis. Tutoring may also occur before school or during lunch time. If a student requires tutoring in a subject and a staff member is not available, the Student Services Department will look for tutors outside of Freire Charter School to support the student.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 7/18/2011	-
	Finish: Ongoing	

Status: Not Started — Overdue

Strategy: Student Services Department Support

Description: The Director of Student Services will continue to ensure the implementation and monitoring of supports for students that fall under the Student Services Department umbrella.

Activity: Response to Intervention Coordinators

Description: The Head of Academics and the Director of Student Services works with the Response to Intervention Coordinators to bring parents, students, teachers, and resources together to help provide targeted, focused interventions for students in need.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 7/18/2011	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Summer Enrichment Courses

Description: The Director of Student Services will look at the needs of the students and determine which classes to offer over the summer months to enrich the knowledge base the students gained during the school year. The classes offered will change yearly, depending on student need. Students can also earn credits during the summer classes.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 7/18/2011	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Tutoring

Description: The Director of Student Services will ensure the implementation of the tutoring program. All teachers hold open office hours from 3:00 - 3:30 daily. Students and staff will work collaboratively to schedule tutoring times on an as needed basis. Tutoring may also occur before school or during lunch time. If a student requires tutoring in a subject and a staff member is not available, the Student Services Department will look for tutors outside of Freire Charter School to support the student.

Person Responsible Timeline for Implementation Resources

None Selected Start: 7/18/2011 -
Finish: Ongoing

Status: Not Started — Overdue

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: A full time Development Director was hired to manage fundraising, and consultants contracted to raise funds. This year, these two initiatives helped to bring in 1.8 million dollars in additional funding. A new Board member was installed who has significant fundraising experience, as well. We will continue 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: Improve Current Student Services - Addressing the Needs Assessment

Description: The Student Services Department has identified 5 needs through the Needs Assessment. They are: Student-to-student Mentoring Program, Improved communication between RTI coordinators, the academic counselors, and the special education department, Positive Behavioral Supports, Coordinated and consistent weekly planning time between general education teachers and special education teachers, and Individualized and Standards-based goals on all IEPs. Addressing these needs will make Freire Charter School a more supportive environment for students.

Strategy: Coordinated and consistent weekly planning time between general education teachers and special education teachers

Description: One of Freire's main means of supporting students is through co-teaching. The major complain by co-teaching teachers is the lack of common planning time. With varying schedules, finding this common free time can be difficult. Providing teachers with scheduled, consistent planning time will increase the effectiveness of the co-teching model and increase the level of support to students.

Activity: Common Planning Time

Description: General Education teachers and Special Education teachers who are co-teaching a class together will meet at least one time weekly. These meetings will be a priority and rescheduled only when absolutely necessary, The meeting time will include discussion of students, co-teaching models and ideas, lesson planning, and peer feedback on how to best use each other in the classroom. The Director of Student Services will assist in finding the common planning time for these teachers.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/26/2011 Finish: 6/8/2012	-
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Status: Not Started — Overdue

Strategy: Improve communication between RTI coordinator, the academic counselors, and the special education department

Description: While there is some communication between the RTI coordinator, the academic counselors, and the special education department, it is not as smooth or continuous as it needs to be. Communication can improve through a monthly meeting by all parties to review students and where they stand on the RTI / Special Education spectrum.

Activity: Monthly meetings regarding students receiving RTI

Description: The Director of Student Supports and Interventions, the Director of Student Services, and any Academic Counselors will meet one time per month to review students receiving RTI or Academic Counseling. Students can be discussed and reviewed on an individual basis and determine the next appropriate step for support. All parties will remain informed of where a student lies on the RTI / Evaluation / Special Education spectrum through the monthly meetings.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 9/8/2011	-
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Finish: 7/12/2012

Status: Not Started — Overdue

Strategy: Individualized and Standards-based goals on all IEPs

Description: All of our goals in every IEP are based on the state standards. However, the department as a whole often falls into the trap of "what works for one student will work for another". While the IEPs are individualized, the goals seem to be the same 5-8 goals throughout. Having goals based on the state-standards is great; these goals now need to be individualized and tailored to meet the unique needs of each student.

Activity: Modify general, standards-based academic goals into specific goals

Description: When writing an IEP, the Student Services teachers will use the general, standards-based academic goals and modify them to address the unique needs of each student. The goal can be modified in multiple ways, including goal-specific specially designed instruction, levels of achievement, methods of evaluations, and changing what the goal is measuring.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 7/18/2010	-
	Finish: Ongoing	

Status: Not Started — Overdue

Goal: Math Proficiency

Description: By the end of 2011-2012 school year, 64% 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 tests 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 is implementing 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 the Keystone Exams, PA Standards, and Common Core 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	Teachers of mathematics need help and support to be better teachers. They need to work together, they need to problematize together.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator’s <u>content knowledge</u> in the area of the educator’s certification or assignment.

school experience.

- 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

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

Status: In Progress — Overdue

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
2.00	7	44

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Freire Charter School	<ul style="list-style-type: none"> <li data-bbox="727 268 935 304">• School Entity 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
<p>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.</p>	<p>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>	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li data-bbox="1068 554 1385 793">• Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. <li data-bbox="1068 800 1385 919">• Empowers educators to work effectively with <u>parents and community partners</u>. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li data-bbox="1068 1121 1385 1570">• Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. <li data-bbox="1068 1577 1385 1730">• Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making. <li data-bbox="1068 1736 1385 1881">• Empowers leaders to create a <u>culture of teaching and learning</u>, 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 — Overdue

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
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
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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>. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.
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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
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- Parent Conferences
- Participant survey

Status: In Progress — Overdue

Goal: Reading and Writing Proficiency

Description: By the end of 2011-12 school year, 67% 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. The school will use the ACT diagnostic testing program in reading, math, language arts and science consisting of three tests: the EXPLORE, the PLAN, and the ACT. EXPLORE is used to assess ability the summer before our 9th graders begin school at Freire, and 9th graders take this test again at the end of 9th grade to determine their progress. 10th graders follow the same schedule with the PLAN, taking the test at the beginning and end of the year. Freire 11th graders then take the ACT in the spring of their junior year and then can choose to retake it the fall of their senior year. Freire uses this series of tests as a way to assess student progress at presenting college readiness

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: 100 Book Challenge Intervention for Reading Improvement

Description: Reading Specialists will adapt the 100 Book Challenge for Freire's high school students, and use that program to boost reading skills in the lower grades.

Person Responsible Timeline for Implementation Resources

Susan Thompson	Start: 9/7/2010 Finish: Ongoing	-
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Status: Not Started — Overdue

Activity: Vertical Planning Meetings

Description: Teachers will gather together to synchronize and align the English curriculum to the Keystone Exams, PA Standards, and Common Core Standards.

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	• 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 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"> • Reading, Writing, Speaking & Listening

Follow-up Activities

Evaluation Methods

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| <ul style="list-style-type: none"> • Team development and | <ul style="list-style-type: none"> • Classroom observation focusing on factors such |
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|--|--|
| <p>sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <ul style="list-style-type: none"> • 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 | <p>as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <ul style="list-style-type: none"> • Classroom student assessment data • Participant survey |
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Status: In Progress — Overdue

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
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Freire Charter School	• School Entity	Approved
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Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Educators at Freire 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
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Status: In Progress — Overdue

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. Staff will learn how to use diagnostic and summative assessment data (4 Sight, Explore, etc.) to individualize instruction to student needs.

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	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Educators will: 1) discern relevant from irrelevant data 2) apply relevant data points to making decisions in classroom or area of responsibility 3) develop a common language and understanding of what data state about how our students are doing and thus what the school's priorities are	Research indicates that best practice is for educators to make decisions based on actual relevant data.	<p data-bbox="933 262 1385 325"><i>For classroom teachers, school counselors and education specialists:</i></p> <ul data-bbox="974 367 1385 735" style="list-style-type: none"> <li data-bbox="974 367 1385 546">• Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. <li data-bbox="974 556 1385 735">• 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 data-bbox="933 766 1385 861"><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul data-bbox="974 903 1385 1453" style="list-style-type: none"> <li data-bbox="974 903 1385 1239">• Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. <li data-bbox="974 1249 1385 1365">• Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making. <li data-bbox="974 1375 1385 1453">• Instructs the leader in <u>managing resources</u> for effective results.

Educator Groups Which Will Participate in this Activity

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

Follow-up Activities

Evaluation Methods

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

Status: In Progress — Overdue

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 2011-12 school year, 28% 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: Science proficiency targets

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

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 the Keystone Exams, and Pa state Science standards, and ensure that they are inquiry based. General trainings will also occur on standardized science laboratory protocols, and student assessments. Science teaching and curriculum will be gauged for grades 9 to 11 using the ACT diagnostic and summative assessment system. That system is aligned with performance levels that colleges expect from high school science students

Person Responsible	Timeline for Implementation	Resources
Susan Thompson	Start: 9/8/2008 Finish: 9/7/2012	-

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	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 	<ul style="list-style-type: none"> Classroom observation focusing on factors such as

- and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Lesson modeling with mentoring

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

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	Type of Provider	Provider's Department of Education

Name		Approval Status
Freire Charter School	<ul style="list-style-type: none"> <li data-bbox="662 241 868 273">• School Entity 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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<p>Educators will learn to:</p> <ol style="list-style-type: none"> <li data-bbox="228 420 609 483">1) Differentiate instruction and assessment <li data-bbox="228 483 609 577">2) Read an IEP and use its information to ensure student success <li data-bbox="228 577 609 661">3) Learn about Spec. Ed. process and what educators need to know <li data-bbox="228 661 609 724">4) Understand how to co-teach and why to do so <li data-bbox="228 724 609 819">5) Make appropriate accommodations and adaptations for students <li data-bbox="228 819 609 955">6) Develop heightened understanding and appreciation for how to motivate 'challenging' students 	<p>Research everywhere shows that no two learner are alike; that as educators we need to tailor our instruction to fit the learner.</p>	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li data-bbox="966 493 1383 672">• Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. <li data-bbox="966 672 1383 861">• Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. <li data-bbox="966 861 1383 955">• 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"> • 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 — Overdue

Statement of Quality Assurance

Charter school has not met AYP.

Charter school has not created a School Improvement Plan.

Charter school has not submitted and reviewed its School Improvement Plan with the Intermediate Unit designee.

There are currently no supporting documents selected for this section.

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

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 new Keystone Exams and their associated curriculum guides will form an essential part of our program as we move forward toward the new Pennsylvania law that requires the passing of these exams for graduation. The Keystone exams' direct relationship to the PA Academic Standards in Math, Reading, Writing, Science and Social Studies (History, Economics, Civics) provides more guidance for our teachers and administrators for courses outside of the 11th grade year.

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 course 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 learning 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 spoken and written forms 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. **Student and parent/legal guardian will attend an enrollment meeting with school administrators. At this time, Freire staff will explain both the school's Mission Statement and its Code of Conduct.**
- b. **Student and parent/legal guardian will receive a detailed tour of the school and be given ample time to ask questions and/or express concerns.**
- c. **Student and parent/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, the W-APT (WIDA-ACCESS Placement Test), in the following cases:**
 - i. **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. When given a home**

language survey when enrolled at Freire, if a student indicates that there is another language spoken in the home, they will be eligible for ESL testing.

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

iii. Freire staff members (including content area teachers) may recommend in writing 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:**

i. **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).**

ii. **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.**

iii. **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. **Additional Assessment Procedures: The following are the additional steps that may be taken for identification regarding ESL placement:**

i. **A Home-Language Survey**

ii. **If the parent indicates that another language is spoken at home and indicated on the form as Primary Home Language Other Than English (PHLOTE), students will be interviewed and given the W-APT assessment. A student can be exempt from this only if they have met the following criteria:**

A. Final grades of B or better in core subjects (Math, Language Arts, Science and Social Studies)

B. Scores on district-wide assessments that are comparable to the Basic level on the PSSA

C. Scores of Basic or above in Reading, Writing, and Math on the PSSA

iii. At this point, the ESL teacher will meet with the student to administer the W-APT test. Based on the students' scores, further instruction and placement regarding ESL will occur. Each school year students will be reevaluated and instructional time and placement will be adjusted.

4. Exiting the Program: In order for a student to the ESL program, he or she needs to meet Pennsylvania's required Exit Criteria and meet one of the additional criteria components listed below.

a. Pennsylvania's Required Exit Criteria:

i. Score of BASIC on the annual PSSA

ii. For students transferring from other states, out-of-state academic achievement assessment results may be considered when the academic proficiency level is comparable to BASIC on the PSSA. For students that are in a grade that is not assessed with the PSSAs, students must meet each of the remaining criteria listed below to exit the program.

iii. Scores of 5.0 on a Tier C ACCESS for ELL assessment

iv. The W-APT may be administered between April and June to students who scored below the minimum cutoff for program exit on the January ACCESS assessment in order to demonstrate sufficient progress to justify program exit. The W-APT may only be administered to a student once in any school year.

<u>Grade Level</u>	<u>ACCESS Score</u>	<u>Required W-APT Scores</u>
1-5	4.6-4.9	5.0 in each domain
6-8	4.7-4.9	5.0 in each domain
9-12	4.8-4.9	5.0 in each domain

***Student must score 5.0 in each domain (listening, speaking, reading and writing). A composite proficiency score may not be used.**

v. A score of PROFICIENT on the Reading PSSA can be used along with all other required criteria outlined to justify exit for students who achieve a composite proficiency score of 4.5 to 4.9 on the ACCESS assessment. In this case, W-APT scores are not necessary to demonstrate progress from the time of ACCESS administration to the end of the school year.

b. Additional Components: Students must also meet one of the following criteria

- i. A final grade of C or better in core subject areas (Math, Language Arts, Science, and Social Studies)
 - ii. Basic levels on the PSSA
 - iii. Scores of 5.0 on the Tier C ACCESS for ELLs
- c. **Progress Monitoring:** Students who do exit the program will be monitored using teacher observations, assessments, classroom work and assignments, and local assessment to ensure progress in English proficiency.

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

- a. **Beginning Level:** If the student has difficulty 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 6 — Instructional Program). Only when the student masters the standards at this level will he or she proceed to the Intermediate Level.
- b. **Intermediate Level:** If the student can respond to some questions and some spoken cues, but experiences a degree of difficulty in 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 respond 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 6 — Instructional Program). Only when the student masters the standards at this level will he or she proceed to the Advanced Level.
- c. **Advanced Level:** If the student can maintain a conversation but still experiences some difficulties understanding or expressing abstract ideas AND/OR the student can successfully understand a sample text and summarize the main ideas but still demonstrates problems of English grammar or advanced vocabulary AND/OR the student can write an understandable personal essay but experiences problems with grammar, vocabulary, or formal writing, the student will be placed in the Secondary ESL program at the Advanced Level. The student will follow a curriculum that adheres to the standards detailed below (Part 6 — Instructional Program). Only when the student masters the standards at this level will he or she exit Freire's ESL program. Even in this case, the student will still have access to ESL staff for support.

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

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

ESL Standards	Skills	Assessment
1. Sharing and requesting information	Ask survival questions	Observe follow through, gestures, basic understanding
2. Expressing needs, feelings, ideas	Pick out picture books or posters	Observe participation
3. Using nonverbal communications in social settings	Take part in conversations	Observe student behavior
4. Obtaining personal needs	Use phone, give and understand simple directions	Observe steps to report emergency or important information
5. Engaging in conversations	Ask questions, repeat words and sentences	Observe appropriate response to questions and spoken cues
6. Conducting transactions	Retell orally, give directions	Observe detail of order
7. Describing participation in favorite activity	Draw pictures, write sentences or words about activities	Evaluate drawing, or words or sentences
8. Sharing cultural traditions or customs	Relate similarities or differences	Observe student’s comparisons
9. Expressing personal needs or felines	Express ideas verbally	Observe role play
10. Participate in popular culture	Retell something from newspaper, radio, or TV	Evaluate student’s retelling

11. Listening to and imitating how others use English	Listen to poems, stories, repeat	Observe speech created or understood
12. Employing alternative ways of saying things	Use full sentences, different ways to describe the same thing	Observe quality of speech
13. Focus attention	Respond to prompt	Evaluate oral response or writing to prompt
14. Seeking support from others	Organize information collectively	Evaluate student's story
15. Self-monitoring language development	Write full sentences, improve sentences, capitalization	Evaluate skills
16. Learning and using language chunks	Use context clues, grouping sounds	Evaluate student's ability to self-correct
17. Practicing new language	Act out role plays	Evaluate play
18. Using context to construct meaning	Complete story or word-web	Evaluate sequencing
19. Following oral and written instructions	Follow teacher directions	Observe student's behavior
20. Participating in class discussions or exercises	Use Total Physical Response skills	Observe participation
21. Requesting and providing clarification	Ask and answer questions	Observe participation
22. Comparing and contrasting information	Pick out details and compare	Evaluate student's performance
23. Listening to, speaking, reading, and writing about subject matter	Write a "how to" paragraph	Assess paragraph
24. Gathering information and in writing	Present material to the class	Evaluate presentation
25. Retelling information	Organize ideas, tell story	Evaluate story
26. Selecting, connecting, and explaining information	Predict what will come next	Observe predictions
27. Representing information visually	Participate in role play or group presentation	Evaluate role play
28. Understanding and 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 needs	Do role play to a social prompt	Observe role play
5. Engaging in conversations	Listen to English tapes, participate in conversations	Monitor speech, observe discussions
6. Conducting transactions	Practice an interview, learn presentation procedures	Observe interview skills
7. Describing participation in favorite activity	Do journal writing, learn note-taking skills	Evaluate progress
8. Sharing cultural traditions or customs	Share heritage and culture	Observe student's comparisons
9. Expressing personal needs or felines	Express ideas verbally	Observe role play
10. Participate in popular culture	Create a TV commercial	Evaluate projects
11. Listening to and imitating how others use	Keep vocabulary notebook of new words	Administer vocabulary quiz

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

work of peers and others		
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	Listen to literature read	Observe quality of speech

ways of saying things	regularly and continue to retell	
13. Focus attention	Keep a vocabulary notebook of words studied in class	Evaluate vocabulary quizzes
14. Seeking support from others	Respond to literary passages	Evaluate response
15. Self-monitoring language development	Read a novel or short story aloud	Observe aurally for fluency
16. Learning and using language chunks	Learning outlining techniques	Assess outlines
17. Practicing new language	Select and read aloud a favorite reading	Observe progress
18. Using context to construct meaning	Select twenty words from reading passages and to define and use correctly in context	Administer reading quiz
19. Following oral and written instructions	Write a drama	Evaluate dramas
20. Participating in class discussions or exercises	Debate a contemporary issue and field questions	Evaluate debates
21. Requesting and providing clarification	Listen to a debate and form appropriate questions	Observe aurally
22. Actively connecting new information to previously learned information	Gather data on a topic and present	Evaluate student's performance
23. Selecting different media to help understand language	Learn various types of media sources	Observe progress
24. Elaborating and extending other people's ideas and words	Create outlines from different texts	Assess outlines
25. Selecting, connecting and explaining information	Evaluate appropriate sources to use in research 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	Assess comparison

	all literary elements	
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

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

9. 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; Ms. Nicole Henninger, ESL certified instructor; 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: Science, Math, Reading, and Social Studies. 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 and parents/legal guardians 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.**

10. Community Planning: Freire Charter School will maintain and continue to 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 staff upon the student's enrollment at Freire. Any parent will also be able to contact the ELL teacher as needed. Furthermore, the parent or guardian will receive quarterly progress reports completed by each of the student's teachers (both ESL and content area teachers). Teachers will 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, 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.

11. 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 - Attachments

- LEP 2012
- 2011-2012 LEP Report
- Home Language Survey

Graduation Requirements

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

- Complete 24 credits over 4 years.

(During the 2011-2012 school year, successful completion was indicated by a grade of 75% or higher for our 9th, 10th and 11th graders, and a grade of 70% or higher for our 12th graders. We are in the process of gradually phasing in 75% as the passing grade for all students.)

- 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 eighth graduating class, where ???% of that class will go on to college in the Fall, with ???% 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
- Coteaching

Special Education - Attachment

- 2010-2011 Special Education Policies and Procedures

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
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Pamela Breezeatl	1.00	Learning & Behavior Support; Transitional Services	Freire Charter School	17	Learning Support
Ayris Colvin	1.00	Learning & Behavior Support	Freire Charter School	17	Learning Support
Laura McClinton	.25	Transitional & College Counseling Services	Freire Charter School	14	Emotional Support
Jay Waugh	1.00	Learning & Behavior Support	Freire Charter School	78	Director of Student Services
Alphonse Pignataro	.25	Emotional Support	Freire Charter School	14	Emotional Support
Nancy Urda	.20	Nurse Support	Freire Charter School	78	Nurse
Rachel Guerrero	1.00	Learning and Behavior Support	Freire Charter School	13	Learning Support
Darlene Reese	1.00	Learning and Behavior Support	Freire Charter School	13	Learning Support
Jennifer Frazier	1.00	Learning and Behavior Support	Freire Charter School	22	Learning Support
Gabrielle Vetter	1.00	Learning and Behavior Support	Freire Charter School	13	Learning Support
John Roman	.33	Learning Support	Freire Charter School	12	Learning Support

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
Therapy Source	1.00	School Psychologist, Speech Therapist, Audiologist, Occupational Therapist	Freire Charter School	40	Outsourced support

Special Education Program Profile - Chart III

Title	Location	FTE
Special Education Supervisor/LEA Representative	Freire Charter School	1.00
Special Education Teacher	Freire Charter School	1.00
Special Education Teacher	Freire Charter School	1.00
Special Education Teacher	Freire Charter School	1.0
Therapist	Freire Charter School	.25
Transitions & College Counseling	Freire Charter School	.25
Special Education Teacher	Freire Charter School	1.00
Nurse	Freire Charter School	.20
Special Education Teacher	Freire Charter School	1.0
Math Teacher	Freire Charter School	.33

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	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	No	Yes	Yes	No
PSAT and SAT College Aptitude Test	No	No	No	No	No	Yes	Yes
ACT Test	No	No	No	No	No	Yes	Yes
Explore Test	No	No	No	Yes	No	No	No
Plan Test	No	No	No	No	Yes	No	No

Student Assessment

Freire Charter School is committed to ensuring that all of its students possess the requisite knowledge and skills to succeed in college should they choose to enter higher education after graduation. 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. The academic program requires demonstration of mastery before a student can move to the next level of instruction, which necessitates clear identification of academic targets (linked to Academic Standards) and a robust assessment and feedback mechanism to guide instruction.

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."

These goals were partially met in 2011, when over 60% of our students performed at the proficient or advanced level in Math on the PSSA exam, and over 90% performed at the proficient or advanced level in Writing. However, our school did not meet those ambitious goals in Reading or Science in 2011. In fact, the Reading PSSA scores only reached 64% proficiency, and the Science PSSA scores only reached 19% proficiency. Those scores were still high enough to allow the school to make Adequate Yearly Progress for 2011.

In order to make Adequate Yearly Progress for 2012 through improvements in scores, Math PSSA scores for 11th graders needed to reach at least 76% proficiency, and Reading scores needed to reach at least 67% proficiency. Based on preliminary data, it appears that the Math target was reached in 2012 (76.4% proficiency), however the Reading target was not reached (57% proficiency). The Writing PSSA scores did reach the 90% proficiency target (90.2%). The Science PSSA scores of 11th graders, however, were below the 2011 scores (8.1% vs. 19.5%).

It should be noted that the two populations of 11th graders differed on some important characteristics from 2011 to 2012, which might complicate a simple comparison of the results across the two years. First, in 2011, 80% of the students tested were economically disadvantaged. In 2012, 100% were economically disadvantaged. Also, Freire's efforts to retain as many students as possible in the school resulted in 123 11th graders being tested in 2012, compared with only 77 in 2011. Students who otherwise might have left Freire's program due to the high level of academic challenge in previous years prior to taking the exams were more likely to remain in the school and take the exams in 2012. These results were reflected in lower scores in Reading, Writing and Science. However, the Math program saw an increase in proficiency, despite the additional challenges brought by serving a more demanding population.

Data-driven decision making with regard to the academic program continued to grow at FCS this year, with administrators and teachers working in teams vertically within subjects and by grade levels weekly to examine student progress on an individual and group basis, within and across subjects. The school's Triand system for assessing and tracking student work electronically was implemented for the third 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,
- ACT benchmark and college placement tests in Math, Reading/Language Arts, and Science,
- GMADE and GRADE nationally standardized tests in Math and Reading,
- PSSA-linked benchmark tests developed by Johns Hopkins University (4Sight).

In 2011-12, modified forms of the Math and the Reading PSSA were administered to qualifying special education students at Freire. Eleven students took the modified modified Math and the modified Reading PSSA . The tests contained the same items as the regular PSSA for a student's particular grade level, but the test items were modified in format and reduced in number to make the test more suited to the skills and abilities of the special needs students.

In 2011-12, Freire began using the ACT, Inc. diagnostic and achievement testing program in reading, math, language arts and science in 9th to 11th grades. The assessment system consists of three tests: the EXPLORE, the PLAN, and the ACT. EXPLORE is used to assess ability the summer before our 9th graders begin school at Freire, and 9th graders take this test again at the end of 9th grade to determine their progress. 10th graders follow the same schedule with the PLAN, taking the test at the beginning and end of the year. Freire 11th graders then take the ACT in the spring of their junior year and then can choose to retake it the fall of their senior year. Freire uses this series of tests as a way to assess student progress at presenting college readiness, which is the academic focus of all we do at Freire. Several of our students took both the ACT and the SAT college placement tests.

Gates-MacGinitie is a diagnostic reading test that assesses a student's reading level from beginning readers to adults. Freire uses the Gates-MacGinitie as students enter 9th grade to assess students' Lexile index as well as reading fluency level. Freire is also planning to use the Gates-MacGinitie for progress monitoring ELL and special education students at the middle school.

Pennsylvania Department of Education (PDE) requires all 5th, 6th, 7th and 8th grade students to take the PSSA, and starting in 2012-2013, all 9th grade students will take the Keystone Exam in Algebra. 10th grade students will take the Keystone in Biology and Literature, and the 11th grade PSSA will no longer be given.

Locally made Benchmark midterm and final exams are given at the mid- and end-point of all grades at Freire. Benchmarks test the discrete skills and content required in the PA Standards, and now are transitioning to the Common Core Standards. Freire is moving to a standards-based grading system, and therefore

student performance will be a predictor of student learning vis-à-vis the Common Core standards. Benchmark tests are created by senior leadership at Freire, and all teachers of a grade give the same benchmark.

GRADE is a nationally standardized assessment created by Pearson and used by Freire at the beginning of the 5th, 6th, 7th and 8th grade years (starting in the summer of 2012) as a way to gauge student performance in reading and to measure where students perform as compared with the rest of their grade level. GMADE is the same as GRADE, but it is focused on math.

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

The 11th grade students at Freire Charter are the school's only students who took the formal state PSSA tests in 2012 that are linked to the Pennsylvania Academic Standards. The 11th grade students were tested in Math, Reading, Writing and Science prior to completing that grade. The Reading and Math scores are linked to target "proficiency" levels, which are set by the state as part of the federal No Child Left Behind Law, to determine whether the school is making Adequate Yearly Progress (AYP) toward the goal of 100% proficiency (achievement of grade level standards) by 2014. The state has set absolute standards for 2012 which are target percentages of students at a given school who are scoring "on grade level", and schools must attain those standards or show that they are making considerable progress toward those standards in order to make AYP. This year's targets were 81% proficiency in English, and 78% proficiency in Math. Both targets are much higher than the previous year, as the targets increase steeply as the goal of the 2014 testing year approaches.

The following tables provide preliminary analyses of PSSA tests taken by Freire Juniors in spring 2012. They are based on raw data files supplied to the school through the DRC reporting system, and on pre-appeals reports provided by PDE to the school. The following calculations show that Freire eleventh grade students achieved at a higher level in 2012 than Freire's 2011 11th graders in Math, coming close to the 2012 target of 78% proficiency (76.4% for Freire's 11th graders). However, this year's 11th graders performed at a slightly lower level in Reading in 2012 compared with 2011, and much lower than the state's 81% proficiency target (57.7% of Freire's 11th graders were proficient). Freire's students did exceed the additional targets for test participation (must exceed 95% of students). The lower Reading scores appear to make Freire CS ineligible to make AYP this year, which is likely to place the school in "Warning" status. That status carries no penalties, but requires Freire to make AYP targets for 2013 or face possible penalties. It is difficult to tell at this point how the Warning status will affect Freire over the coming year, however, as the testing situation will change completely next year, with different grades tested with different tests (lower grades with PSSAs, upper grades with the new Keystones), and new, higher state proficiency targets.

The results show that this year's 11th grade class came close enough in Math to be within the confidence band of the State AYP target. The Writing scores were very similar to the previous 11th grade's scores, and this year's students tested similarly to the school's 11th graders in Science in 2010 (though lower than 2011).

PSSA tests 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., at least 40 special education students). Groups that have less than 40 students testing in a given year for a given school (such as special education students at Freire in 2012), do not form a group that affects AYP.

In 2011, proficiency goals increased from an AYP target of 67% to 78% of students proficient or advanced on the PSSA tests in Math and from 72% to 81% of students proficient in Reading. As the table below shows, it appears that Freire did not make its AYP in 2012, although the school has made its AYP targets for 3 of the past 4 years. For the second year in a row, there was an Economically Disadvantaged category at Freire, with all 123 of the tested 11th graders coded as Economically Disadvantaged. This has created 4 more targets for the school to achieve in these two recent years.

Freire CS Preliminary AYP results, School Years 2006-07 to 2011-12

	2012 Status	2011 Status	2010 Status	2009 Status	2008 Status	2007 Status
AYP status	Warning*	Made AYP	Made AYP	Made AYP	Warning	Made AYP
Annual Targets Made/Total	10/13	13/13	9/9	13/13	10/13	13/13

*based on preliminary results

READING

The table below and the accompanying chart provide the overall proficiency percentages on the PSSA Reading test for Freire Charter students from 2009 to 2012 (Chart- 2007 to 2012). The results show that the FCS 11th graders' proficiency percentages (percentages of students scoring at grade level or

above) increased and then decreased over the past three years. The table shows that 57.7% of the 11th graders in 2011 were proficient in Reading, falling short of the State AYP proficiency requirement of 81% proficient, and falling below Freire's performance levels since 2009.

From 2011 to 2012, 0.3% fewer students scored proficient in Reading on the PSSA compared to the previous year. 5.7% fewer students scored at the Advanced level in Reading compared to 2011 results.

This was the second year that the PSSA-Modified test in Reading was administered to special education students at Freire. One of the 11 PSSA-Modified test takers' scores counted toward overall proficiency, two counted as basic and the other 8 counted as Below Basic, based on the rule of only allowing 2% of the modified test scores to count toward a school's proficiency levels.

Freire CSReading PSSA Results 2009 to 2012 (11th grade only)

Categories	PCT 2009	PCT 2010	PCT 2011	PCT 2012	DIFFERE NCE FROM PREV. YEAR
Below Basic	17.0%	14.3%	16.9%	10.6%	-6.3%
Basic	16.0%	9.5%	19.5%	31.7%	+12.2%
Proficient	49.0%	52.4%	44.2%	43.9%	-0.3%
Advanced	18.0%	23.8%	19.5%	13.8%	-5.7%
Proficient and Advanced	67.0%	76.2%	63.6%	57.7%	-5.9%

*** Note: Based on Preliminary data, not official percentages, assuming 1 PSSA-M taker counted as proficient**



MATHEMATICS

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 2009 to 2012 (chart shows 2007 to 2012).

This school year was the third to have a special modified Math test available for students with math-related I.E.P.s (special education students). The PSSA-M results will be included in the official results this year. 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 123 test takers means three PSSA-M students' scores can be counted as proficient. Official results showed that 3 of the students scored at the Proficient level, and the other 8 scored at a lower level. Three of the scores will be counted toward AYP this year, with the other 8 PSSA-M takers counted as Below Basic. Those students' adjusted scores account for a large portion of the Below Basic scores in math, included below.

As can be seen in the table below, FCS' 11th graders' Math performances have improved from 2009 to 2010, dropped slightly in 2011, and increased to the highest level ever for Freire students in 2012. The FCS students scored close to the state proficiency target of 78% in Math, with 76.4% of students scoring at the proficient level or higher. The proficiency levels were 0.2% above 2010 levels, over 18% higher than in 2009.

Over one quarter of the 11th graders tested in the Advanced range in Math in 2012, indicating that the math program is not only moving students to proficiency, but is helping a significant portion of students to achieve beyond state expected grade levels.

FriereCharter School PSSA Mathematics Proficiency Percentages for 11th Graders, 2009 to 2012*

Categories	PCT 2009	PCT 2010	PCT 2011	PCT 2012	DIFFERENCE FROM PREV. YEAR
Below Basic	22.0%	14.3%	11.7%	13.0%	+1.3%
Basic	23.0%	9.5%	15.6%	10.6%	-5.0%
Proficient	35.6%	33.3%	53.2%	50.4%	-2.8%
Advanced	18.7%	42.9%	19.5%	26.0%	+6.5%
Proficient and Advanced	54.3%	76.2%	72.7%	76.4%	+3.7%

* Preliminary Results, assuming 3 (maximum 2%) PSSA-M takers as proficient, other 8 below basic



PSSA SUBGROUPS- MATH and READING

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 in most testing years, including 2011-12. 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 tested with the PSSAs were black (113 of 123 tested, 92%). All 123 students tested were categorized as (123, 100%) Economically Disadvantaged students in the 2012 PSSA, enough to formally constitute that group as an AYP category. The results of the PSSA Math and Reading for Freire’s economically disadvantaged students are included in the tables below. Note that these are preliminary percentages, which may change slightly in final results (received in August 2012).

The percentage of black students scoring proficient or advanced on the Reading PSSA was 58.4%, compared to 57.7% of all students (0.7% below the total group). The results were not sufficiently close to the State’s target for Reading for the black group of students to make AYP (22.7% below the target).

The results for economically disadvantaged students were the same as for the total group, as all test takers were coded as Economically Disadvantaged— 57.7% proficient or advanced. The results were not sufficiently close to the State’s target for Reading for the Economically Disadvantaged group of students to make AYP (20.3% below the target).

Freire Charter School PSSA Reading Results- Black Students 2011 and 2012

Categories	PCT 2011	PCT 2012	DIFF From 2011	2012 TARGET	DISTANCE FROM TARGET
Below Basic	17.8%	9.7%	-8.1%		
Basic	20.5%	31.9%	+11.4%		
Proficient	42.5%	43.4%	+0.9%		
Advanced	19.2%	15.0%	-4.2%		
Proficient & Advanced	61.6%	58.4%	-3.2%	81.0%	-22.7%

* Assuming 1 PSSA-M taker’s scores are coded Proficient, the other 10 as Below Basic, Preliminary Results

Freire Charter School PSSA Reading Results- Economically Disadvantaged Students 2011 and 2012

Categories	PCT 2011	PCT 2012	DIFF From 2011	2012 TARGET	DISTANCE FROM TARGET
Below Basic	14.8%	10.6%	-4.2%		
Basic	23.0%	31.7%	+8.7%		
Proficient	45.9%	43.9%	-2.0%		
Advanced	17.0%	13.8%	-3.2%		
Proficient & Advanced	62.9%	57.7%	-5.2%	78.0%	-20.3%

* Assuming 1 PSSA-M taker's scores are coded Proficient, the other 10 as Below Basic, Preliminary Results

The PSSA Math proficiency percentages for black students in 2012 was 77.0%, slightly more than the 76.4% proficiency of the total group. The Economically Disadvantaged students had the same results as the overall group, because every tested student was coded as Economically Disadvantaged (100% vs. 81% in 2011). Therefore, 76.4% of the Economically Disadvantaged students were proficient on the Math exam. Both of the two subcategories were sufficiently close to the state target to make AYP through a confidence band (e.g., +/-2%). Both categories in 2012 had the highest ever performance for Freire on the PSSA in Math .

Freire Charter School PSSA Math Results- Black Students 2011 and 2012

Categories	PCT 2011	PCT 2012	DIFF From 2011	2012 TARGET	DISTANCE FROM TARGET
Below Basic	12.3%	11.5%	-0.80%		
Basic	16.4%	11.5%	-4.90%		
Proficient	54.8%	49.6%	-5.20%		
Advanced	16.4%	27.4%	+11.00%		
Proficient and Advanced	71.2%	77.0%	+5.80%	78.0%	-1.0%

Freire Charter School PSSA Math Results- Economically Disadvantaged Students 2011 and 2012

Categories	PCT 2011	PCT 2012	DIFF From 2011	2012 TARGET	DISTANCE FROM TARGET
Below Basic	12.9%	13.0%	+0.10%		
Basic	14.5%	10.6%	-3.90%		
Proficient	56.5%	50.4%	-6.10%		
Advanced	16.1%	26.0%	+9.90%		

Proficient and Advanced	72.6%	76.4%	+3.80%	78.0%	-1.4%
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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 2012. 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. For example, this year Freire created a special class of low performing 10th graders to focus on learning to read and write non-fiction, one of the PSSA test’s “Anchor” areas and a major area of the PA Academic Standards.

The Reading table shows that Freire’s 11th graders once again 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 (49%), compared to over 65% who answered a medium to high number of Interpretation and Analysis questions correctly. The pattern of responses was very similar in 2012 compared to 2011.

Freire CS PSSA Reading Subscores 2012

Performance Level	Comprehension and Reading Skills	Interpretation & Analysis of Fiction & Non-Fiction
Low	51.2%	34.2%
Medium	41.5%	40.7%
High	7.3%	25.2%

The Math table below shows that Freire’s 11th graders in 2012 performed the best on Algebraic Concepts-related questions, out of the five “reporting categories” on the Math PSSA. 83.7% answered a medium to high number of the items correctly, and over one-third answered a high number of questions correctly. The pattern of high and low percentages is very similar to the pattern in 2011, when Algebra was the best category. The second best category for the Freire students was Number and Operations, with three quarters (75.6%) of the students answering a medium to high number of items correctly. Geometry was a fairly strong category as well (Algebra, Geometry and Numbers and Operations were the top 3 in 2011 as well), with 69.1% of students answering a medium or

high number of items correctly. Data Analysis and Probability and Measurement were the weakest categories two years in a row, with approximately 59% answering a medium to high number of items correctly.

Freire CS PSSA Math Subscores 2012*

Performance Level	Numbers & Operations	Measurement	Geometry	Algebraic Concepts	Data Analysis & Probability
Low	24.4%	41.5%	30.9%	16.3%	40.7%
Medium	43.1%	35.0%	39.0%	46.3%	42.3%
High	32.5%	23.6%	30.1%	37.4%	17.1%

* Note: Preliminary results.

Longitudinal Growth of Freire Charter's Students

Freire Charter School is interested in how much our students' knowledge and skills are improving from the time they enter the school to their official testing dates in 11th grade. One way of looking at student academic growth as it relates to the PA Academic Standards is to compare their PSSA scale scores from the time that they took the tests in 8th grade (prior to coming to Freire) to the taking of their 11th grade PSSAs. The scale scores are developed to be roughly comparable, so changes in position of a student's scale score (e.g., from 1200 in 8th grade Math to 1300 in 11th grade Math) demonstrate some measure of academic growth. As with all testing, there is unreliability and variability in the accuracy of the test scores, and the scales are not truly comparable across years or grades. However, large differences in scaled scores across the years might be useful as an indicator of either general rises or general falls in student academic performance relative to other students in the State.

The following tables show a drop of 40.6 scaled score points on the average pssa scaled score in Reading from 8th to 11th grade for this year's graduating class (Class of 2011), and a rise of 4 points for this year's 11th grade class (Class of 2012). These average scale score increases and decreases are quite small, and suggest that overall of the students were probably performing in a similar manner to their peers in 11th grade in Reading as they were when they were in 8th grade.

In Math, however, both cohorts (Class of 2011 and Class of 2012) showed a large rise in their average scaled scores, of more than 100 points each from 8th grade to 11th grade. These increases correspond to over one standard deviation, and are therefore likely to be the result of substantial improvements in the development of student math skills and knowledge.

PSSA Longitudinal Comparison, FCS Classes of 2011 and 2012

CLASS OF 2011 - Reading	
8 th Grade Average	1364.3
11 th Grade Average	1323.7
Difference	-40.6 points

CLASS OF 2012 - Reading	
8 th Grade Average	1327.2
11 th Grade Average	1331.2
Difference	+4.0 points

CLASS OF 2011 - Math	
8 th Grade Average	1292.3
11 th Grade Average	1453.9
Difference	+161.6 points

CLASS OF 2012 - Math	
8 th Grade Average	1274.3
11 th Grade Average	1393.2
Difference	+118.9 points

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 2010 and 2011. 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 two subcategories with 40+ students in 2011).

The table below shows that, in 2011, nearly all (93.5%) of the Freire 11th graders performed at the proficient or advanced level in Writing. In 2012, a slightly lower percentage performed at the proficient or advanced level (90.2%, 3.3% fewer). The difference was largely due to a lower percentage of students in 2012 performing at the Advanced level (7.3% fewer than in 2011). Over 90% performed at the proficient level, however, which was Freire's target for 2012.

Freire Charter School PSSA Writing Results- All Students 2011 & 2012

Categories	PCT 2011	PCT 2012	DIFF From 2011
Below Basic	1.3%	2.4%	+1.1%
Basic	5.2%	7.3%	+1.9%
Proficient	80.5%	84.6%	+4.1%
Advanced	13.0%	5.7%	-7.3%
Proficient and Advanced	93.5%	90.2%	-3.3%

As has been mentioned earlier, since nearly all of the students in Freire's 11th grade class were African American (92%, 112/123 students), the results for Black students were nearly identical to those of the total group (90.3% proficient compared with 90.2% proficient). The results for Economically Disadvantaged students were identical to the overall group (90.2%), as all tested students were coded as Economically Disadvantaged in 2012.

Freire Charter School PSSA Writing Results- Black Students 2011 & 2012

Categories	PCT 2011	PCT 2012	DIFF From 2011
Below Basic	0.0%	2.7%	+2.7%
Basic	5.5%	7.1%	+1.6%
Proficient	80.8%	85.0%	+4.2%
Advanced	13.7%	5.3%	-8.4%
Proficient and Advanced	94.5%	90.3%	-4.2%

Freire Charter School PSSA Writing Results- Economically Disadvantaged Students 2011 & 2012

Categories	PCT 2011	PCT 2012	DIFF From 2011
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Below Basic	1.6%	2.4%	+0.8%
Basic	4.8%	7.3%	+2.5%
Proficient	80.6%	84.6%	+4.0%
Advanced	12.9%	5.7%	-7.2%
Proficient and Advanced	93.5%	90.2%	-3.3%

Writing Subtopics

The table below provides the PSSA Writing subtopic scores for 11th graders in the spring of 2012. The Writing results show that a few students performed at a high level in Composition, while no students scored at that level in Revising and Editing (5.7% vs. 0%). A higher percentage of students performed at the medium level in Revising and Editing compared with Composition, however (89.4% vs. 81.3%), showing that students performed essentially equally well in both categories on the Writing PSSA.

Freire Charter School PSSA Writing Subtopics/Anchors 2012

Performance Level	Composition	Revise + Editing
Low	13.0%	10.6%
Medium	81.3%	89.4%
High	5.7%	0.0%

PSSA SCIENCE TEST

In 2012, Freire's 11th graders took the PSSA Science test, which covered Biology, Physics, Earth and Space Science, and the Nature of Science. The percentage of students performing at the Proficient or Advanced level declined from 2011 levels, to 8.1% overall (a drop of 11.4% from 2011, and 3.0% from 2010). No students scored in the Advanced range. The percentage of students scoring at the Below Basic level declined for a second year in a row, although only slightly (29.3% versus 29.9% in 2011). 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 in 2011 (40.8% for total students statewide, 2012 results not yet available). However, when compared with black students' 11th grade Science test results in the State, Freire students' performance of 8.8% proficiency was not far from the 12% of black students who scored proficient in Science in the State in 2011 (3.2% lower).

The tables below provide the PSSA results for all of Freire's 11th graders, for the Black subgroup of students (92% of the whole group), and the Economically Disadvantaged subgroup (100% of the whole group). The Black subgroup's scores were nearly identical to the total group, with 8.8% proficiency compared to 8.1% for the whole group. The Economically Disadvantaged subgroup's performance was the same as the whole group, because every student was identified as Economically Disadvantaged. However, the Economically Disadvantaged students' scores for 2012 were significantly lower than the 2011 students' scores, but only still slightly lower than those from 2010 (8.1% versus 8.6%).

Freire CS PSSA Science Test Results 2012—All Students

Categories	PCT 2011	PCT 2012	DIFF From 2011	2011 State PCT Proficient	Distance from State PCT Proficient
Below Basic	29.9%	29.3%	+0.6%		
Basic	50.6%	62.6%	+12.0%		
Proficient	16.9%	8.1%	-8.8%		
Advanced	2.6%	0.0%	-2.6%		
Proficient and Advanced	19.5%	8.1%	-11.4%	40.8%	-33.9%

Freire CS PSSA Science Test Results 2012—Black Students

Categories	PCT 2011	PCT 2012	DIFF From 2011	2011 State PCT Proficient	Distance from State PCT Proficient
Below Basic	31.5%	30.1%	-0.6%		
Basic	49.3%	61.1%	+11.8%		
Proficient	17.8%	8.8%	-9.0%		
Advanced	1.4%	0.0%	-1.4%		
Proficient and Advanced	19.2%	8.8%	-10.4%	12.0%	-3.2%

Freire CS PSSA Science Test Results 2012—Economically Disadvantaged Students

Categories	PCT 2011	PCT 2012	DIFF From 2011	2011 State PCT Proficient	Distance from State PCT Proficient
Below Basic	27.4%	29.3%	+1.9%		
Basic	54.8%	62.6%	+7.8%		
Proficient	14.5%	8.1%	-6.4%		
Advanced	3.2%	0.0%	-3.2%		
Proficient and Advanced	17.7%	8.1%	-9.6%	21.5%	-13.4%

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 Physical Science questions, with 16.5% answering a “medium” or “high” number of items correctly. A smaller percentage of students answered a “medium” or “high” number of items correctly in Biological Science (15.5%), Nature of Science (10.6%), Earth and Space Science (9.7%). The Science subtopic area that was most difficult for the students was Earth and Space Science, with 90.2% answering only a “low” number of items correctly. The results were similar to those of the 11th grade students from 2010.

Freire CS PSSA Science Subscores/Anchor Scores 2012

Performance Level	Nature of Science	Biological Science	Physical Science	Earth and Space Science
Low	89.4%	84.6%	83.7%	90.2%
Medium	10.6%	10.6%	12.2%	8.9%
High	0.0%	4.9%	4.1%	0.8%

Local Assessments

Freire introduced a new set of assessments this year, in order to provide data on how well our students are being prepared for college. The ACT exam was given to all 11th grade students, and pre- and post testing using the ACT’s Explore and

Plan assessments in English, Math, Science and Reading were given to all 9th and 10th graders in 2011-12. These were coupled with PSSA-linked 4Sight tests administered 3 times during the year to grades 9, 10 and 11 that track students' progress toward achieving proficiency on the 11th grade Math and Reading Pennsylvania standards. Results from both sets of assessments were used during the year by teachers and by the school's academic leaders to target instruction to student needs, along with other nationally standardized tests, including GMADE, GRADE, and the Gates MacGinitie Reading test.

ACT Tests- 9th, 10th and 11th grades

The first table below shows Pre-test and Post-test results for 9th Grade students from the Explore tests in English, Math, Reading and Science given the spring before their 9th grade year at Freire and the Spring at the end of their 9th grade year. The table shows that the students' college readiness improved substantially in all tested categories. Overall English usage scores improved the most, with 28% more students found to be college ready in English by the end of 9th grade compared with the end of 8th grade. Students with Math readiness improved by 13%, to 19%, while Reading readiness improved to 20% of students, and Science readiness improved to 10%.

Class of 2015 EXPLORE College Readiness based on Scale (9th Grade 2012)
 Scores: Spring 2011 to Spring 2012 Comparison

Test Date	English	Math	Reading	Science
Spring 2011	26%	6%	12%	1%
Spring 2012	54%	19%	20%	10%
Difference	+28%	+13%	+8%	+9%

The second table below shows Pre-test and Post-test results for 10th Grade students from the Plan tests in English, Math, Reading and Science given the fall of 10th grade and the Spring at the end of their 10th grade year. The table shows that the students' percentage of students found to be "college ready" improved substantially in English, Math and Reading, but not in Science. As with 9th grade, overall English usage scores improved the most, with 15% more students found to be college ready in English by the end of 10th grade compared to the beginning of 10th grade- to 54%. Students with Math readiness improved by 12%, to 18%, while Reading readiness improved to 10% of students. Science remained a distant fourth, with only 4% testing at a "colleg ready" level by the end of 10th grade. The low readiness in Science could be partially attributable to the fact that specific content knowledge is required for science that many students are not exposed to until later in high school.

Class of 2014 PLAN College Readiness based on Scale (10th Grade 2012)

Scores: Fall 2011 to Spring 2012 Comparison

Test Date	English	Math	Reading	Science
Fall 2011	39%	6%	18%	4%
Spring 2012	54%	18%	28%	4%
Difference	+15%	+12%	+10%	+0%

The next table provides the actual ACT scores for 11th grade students who took the ACT tests in 2013 in English, Math, Reading and Science. The table shows that more students were found to be college ready in Math than in the three other subjects (38%). Sixteen percent (16%) were found to be college ready overall, with 22% college ready in English, 14% college ready in Reading, and only 2% college ready in Science.

**ACT College Readiness Class of 2013 (85 11th Graders Tested in 2011-2012)
Percentage Meeting College Readiness Benchmarks, by Subject and Overall:**

Subject	% College Ready
English (score of 18 or higher):	22% (N=19)
Math (score of 22 or higher):	38% (N=32)
Reading (score of 21 or higher):	14% (N=12)
Science (score of 24 or higher):	2% (N=2)
Overall Benchmark Composite of 20 or higher:	16% (N=14)

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.

One 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. Another central concept is that Freire is preparing all of its students to attend and succeed in college. 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. Pennsylvania Standards and Anchors are used to construct mid-term and final exams, and student performance on those anchors and standards are tracked to determine whether students are achieving mastery of all key concepts in the standards. 4Sight PSSA predictive tests are used to guide teachers in the assessment of student mastery of standards in Math and Reading with 9th, 10th and 11th graders. To assess college preparation and guide Freire's preparation of all of its students, we now provide Pre- and Post-tests in 9th and 10th grade using the ACT's college readiness tests in English, Math, Reading and Science. Results of those tests for 2011-12 are provided above.

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 received a competitive 21st Century Community Learning Center Grant this year that will provide free tutoring for all struggling students in all subjects after school, on Saturdays, and for 6 weeks during the summer.

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.

In 2012-13, we will be adding a middle school, whose students will be provided tutoring and mentoring through our 21st Century CLC program. Our goal with the middle school is to prepare our students early to succeed academically, so that they are well situated to achieve at high levels when they arrive in high school.

Student Assessment - Attachments

- 2012 Class of 2014 4Sight scores
- 2012 Explore Scores Freire
- 2012 Plan Scores Freire
- 2012 PSSA Scores

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. This year, teachers worked together every other week in professional development meetings to collaborate within and across Departments, sharing lessons and discussing what worked and what wasn't working for individuals and groups of students. Thus, teachers worked together to

“evaluate” each others’ work, and move each other’s instruction ahead on a regular basis.

Our teacher evaluation process is 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, and helping all students to achieve mastery. 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:

- Formal and informal evaluations (through the 5 x 5 walkthrough system) are 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. Teachers are also evaluated inside the Danielson model domains.
- Evaluators are expected to assess performance indicators as set forth in the teacher expectation section.
- The formal 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, teachers in need 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.
- Christopher Zagacki- in school to obtain PA principal certification and under guidance of Sue Thompson
- Deborah Stern, Ph.D, Master Teacher

The evaluation process is as follows:

- The Head of Academics is responsible for carrying out the previously referenced observation process. The Head of Academics, along with the Master Teacher is responsible for observing, mentoring, and coaching.
- Informal observations/ 5 x 5 walkthroughs 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 may also use 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 where necessary.
- 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.

Meetings are held for teams of teachers (divided by grade level, and led by a peer, called a "collaboration leader") twice per month. 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 when needed during the school year.

Regarding formal evaluation training, the three primary evaluators mentioned above attend professional development opportunities regularly 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 Head of Academics attend and/or lead the Pennsylvania Inspired Leaders Trainings throughout the 2011-2012 school year.

Teacher Evaluation - Attachments

- 5x5 Walkthrough Template 2012
- Formal Observation Form 2011-2012
- Freire Teaching Rubric 2011-2012
- Overall Domain Level Performance 2011-2012
- Teacher Evaluation Domains I and IV
- Teacher Observation Rubric 2011-2012
- Teacher Program Details 2011-2012

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

At the Annual Meeting in June 2012, all Board Leadership was again affirmed. Tom Caramanico was re-elected president of the Board, Gerald Escovitz was re-elected Vice President, and Phil Marchese was re-elected Treasurer as well as Assistant Secretary, and Scott Solomon Secretary. David Bryant is Executive Committee Member at Large, and he also chairs Freire's audit committee. All other standing board members remained throughout the year, and in addition, we added a new board member, Jane Williams.

With the opening of Freire's middle school approaching, this year our leadership team altered so as to let the two leaders that had been heading the high school transition into leading the middle school while at the same time coach, train and develop from within the two leaders that are now stepping into those leadership positions at the high school. This means that looking forward, Beth Terry and Sue Thompson will lead the middle school while David Shahriari and Chris Zagacki will lead the high school.

Board of Trustees

Name of Trustee	Office (if any)
Thomas Caramanico	President
Gerald Escovitz	Vice President
Phil Marchese	Treasurer/Asst Secretary
Scott Solomon	Secretary
David Bryant	Chair of Audit Committee, 5th Member of Exec. Comm.
Eldron Blackwell	Chair of Fundraising Committee
Lisa Hoffstein	N/A
Sheila Brown	Alumni Parent on the Board
Shinita Naylor-Jones	Parent on the Board
Jane Williams	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.

Not often, but at times, 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

- 2012-2013 Board Meeting Dates

Community and Parent Engagement

Parents serve as board members. 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. In addition to being published in the weekly email blast, dates and times of all board meetings are published in advance on the Freire school calendar sent home to all parents, on our website, and in the Philadelphia Daily News. Names and contact information for all board members are posted clearly throughout the school building and on our school website.

During the 2010-2011 school year, Freire was able to host a number of events and meetings for parents to get involved in their students' learning. In the fall, we had an orientation session for parents to inform them about their students' current academic performance on standardized tests and how Freire was working with students to help them reach their full potential.

We were also recently able to sponsor a parent's attendance at a Parent Training session sponsored by the Title I Association.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

Freire Charter School continues to advance its fundraising efforts and develop strategies for the future. In the 2010-2011 year, the school met all fundraising targets. Increased giving was incentivized by a challenge grant from the Seed the Dream Foundation. In the 2011-2012 year, the Seed the Dream Foundation repeated its \$250,000 challenge, which the school met and again exceeded. Total private, foundation and corporate fundraising was just over \$581,000.

As the Development Committee of the Board of Trustees plans for the future and for the need to increase private fundraising, focus now turns to the development of a major gifts program, with this effort spearheaded by Director of Development Ann Hedges Pagano and Board Member M. Jane Williams. While Freire Charter School has experienced several years of increased giving by returning to prior

donors and by increasing our donor base incrementally, it is now time to seek additional funding sources, especially among some of the Philadelphia area's top philanthropists. Connections have been made with some of these individuals, corporations and family foundations, and the Major Gifts Committee is currently devising a plan to cultivate relationships and diversify our revenue streams.

With the current construction of our new middle school campus and a need to overhaul some programs at the high school level — reading curriculum and additional science learning opportunities, for example - Freire continues to have immediate funding opportunities, and therefore those will become top development priorities. The Board and Head of School are working diligently to fund those priorities. Applications have been made or are in process through several charter schools funding organizations, including the Philadelphia Schools Partnership, the Charter Schools Growth Fund, and Building Hope. Freire applied for and was awarded a federal 21st Century Learning Centers Grant (channeled through the PA Department of Education). This grant will fund after-school, Saturday and summer programs for enrichment and remediation, as well as extra-curricular, non-academic activities over three years, \$1.1M total.

Throughout the 2012-2013 fiscal year, Freire will continue to develop one-on-one solicitation opportunities, especially by meeting with community, business and civic leadership groups and expanding our network of contacts, as mentioned above regarding major gifts programs. Having achieved such success not only in soliciting gifts from existing donors but also in drawing in new donors, Freire will focus on cultivating and stewarding our prospects in addition to actual solicitation. Ongoing, pointed and regular communication with existing donors will be key to maintaining our relationships, and a shift toward long-term, major giving commitments in addition to maintenance of our current annual giving base will secure Freire's financial future as the school continues to grow.

Fiscal Solvency Policies

During the 2011-2012 school year, Freire increased its line of credit with Citizen's Bank from \$350,000 to \$700,000. Freire did this in preparation for expanding from one campus to two, and wanting to have enough of a credit line to reflect the growing size of the school.

Freire continues to raise funds through the Foundation, and then are drawn down into the school as needed. In addition, the Foundation holds the loan for our high school space

with our lender. The school maintains 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 Repice and Taylor 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.

The Reinvestment Fund lent us funds for the renovations of our soon to be middle school. The school is leasing a space at 1026 Market Street, Philadelphia, PA 19103 for the middle school, and the landlord is Jenel Management out of New York, New York. The middle school lease is for 20 years, and the Freire Charter School directly leases the space from the landlord.

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

- 2012 Prelim Stmt of Revenues & Expenditures

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

Our auditor for the 2009-2010, 2010-2011, and 2011-2012 school years is Citrin Cooperman. In the audit for the year ending on June 30, 2011 there were no material findings. An audit for the year ending June 30, 2012 will be completed by October 30, 2012 and will be submitted at that time.

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

- 2009-2010 Financial Audit
- 2010-2011 Freire Charter School Financial Audit

Citations and follow-up actions for any State Audit Report

Freire has never been audited by the state auditor.

SECTION VII. FACILITY RESPONSIBILITIES

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

During the 2011-2012 year, the high school purchased laptop computers, CPS, scanners and printers, and spent a total of \$67,500 on those purchases.

The Freire Charter School and Freire Foundation also spent funds procuring middle school sites, legal fees on writing and agreeing to the final lease at 1026 Market Street, and beginning the construction of that site. By June 30, 2102, between the School and the Foundation, Freire had spent approximately 500,000 on those fees and services.

Future Facility Plans and Other Capital Needs

In June 2011, the School District of Philadelphia granted in full our request to expand our enrollment and adjust our grade configuration. We plan to become a school of 1,000 students in grades 5-12 by the 2013-2014 school year. We will be serving students in grades 5,6 and 8 starting in August 2012, and in order to do that we needed to secure a new space for the middle school grades. We contracted with NorthStar Advisors in the search for suitable space for this expansion, and landed on 1026 Market Street, Philadelphia, PA 19103.

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 building usually referred to as "The Annex." We have negotiated a Letter of Intent with the current developer to make plans for Freire to acquire some additional space in that building, approximately 10,000 SF of additional space.

Freire will go up for renewal of its charter in the 2012-2013 year. In addition, Freire will need to refinance its high school loan before January 31, 2013.

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 school safety team. In addition, one drill per year is observed and evaluated by the Philadelphia Fire Department. The Fire Department's observations and recommendations are incorporated into the revisions of the fire safety plan and crisis management plans as they are updated. Fire and other

life safety equipment is checked on a regular basis and replaced or repaired 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.

Freire Charter School trains staff on all emergency procedures and requires that they review this information on a periodic basis. The 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 order to protect the safety of students and staff, Freire Charter School is accessible only by a single entry point which is staffed by one of the school's greeters. Each student, staff member, and visitor must pass through this entry, ensuring building security at all times. All visitors are required to sign-in and wear a visitor's badge while in the building on school business. The greeter at the entrance also handles the early dismissal of students, ensuring that students are only released to individuals specified in the student's emergency contact information provided by their family.

Included in this report is a copy of the Reimbursement and Report of School Health Services for the 2011-2012 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.

Each student's parent received the BMI results by a letter of these screenings that was sent in a confidential mailing

Students whose BMI was below the 5th percentile were notified by a letter that recommends that the student be evaluated by his/hers primary care provider. It was sent in a confidential mailing.

Students whose BMI was above the 85th percentile were notified by a letter that recommends that the student be evaluated by his/her primary care provider. It 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.

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

- 2010-2011 Wellness Policy
- Request for Reimbursement and Report of School Health Services 2012

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

- ACORD Cert 2012

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

Freire employed 33 instructional staff members the 2011-2012 school year. Of this number, 29 (88%) plan on returning for the 2011-2012 school year, with 6 professional staff moving on to other things. 5 of the 6 were not a good fit with the school in general. The other instructional staff member moving on is changing careers. 92% of our staff was certified for the 2011-2012 school year. 100% of our staff was HQT during the 2011-2012 school year.

Quality of Teaching and Other Staff - Attachments

- PDE 414 2012
- HQT 2011-2012

Student Enrollment

Admissions Policy of Freire Charter School for Students Entering Fall 2011

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 online 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 submitting it online, 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, unless you are a sibling of a current Freire student.

The deadline for the Lottery is February 1, 2011. 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 4:00pm on Wednesday, February 16th in the Freire Gym. Prospective students and their families are welcome to attend.

The Admissions Office will draw AIN cards for as many spots as there are 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 Admissions Office 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 February 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 Lottery, you must submit all documents directly to the school in person or by mail (no faxes accepted) by 3:00pm on March 1st. Failure to meet this deadline forfeits your spot at Freire. No exceptions will be made. You may re-apply and be assigned a new AIN, giving your family a spot 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
- Proof of Residency
- Recent Immunization Records
- IEP (if applicable)
- Copy of 8th Grade Report Card showing the First Semester Grades (Quarters 1 and 2) or First Trimester (depending on school) at a minimum. All grades in Core Subjects must be a grade of 75% or better (as long as this mark is considered passing in your current school) as 75% is the passing mark at Freire Charter 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. If your AIN card is selected during the Lottery and you submit a Report Card with grades below the 75% mark, you will be notified of the possibility of having to go to Summer School at our school if these grades stay under 75% (but above a failing mark) at the year's end.

3. Submit final 8th Grade Report Card by July 7th.

All students coming to Freire must submit proof of successfully completing their 8th Grade Year by July 7th. Any student who cannot show proof of successfully completing each core subject at this time will forfeit his or her spot. Again, all academic work in core subjects must be at the 75% mark or higher. If you have grades under 75% that are still considered to be passing at your school, you will have to attend Summer School at Freire as a condition for enrollment at our school.

4. Attend Summer School (Mandatory for Select Students)

Any student who submits a final report card with a passing mark in a core subject that is under 75% will have to attend summer school at Freire. In addition, any student who places into the lowest levels of our Reading Program after our placement test will also have to attend summer school—regardless of the grades this child has earned. Failure to attend summer school forfeits your spot at Freire.

5. Attend Summer Clinic

All incoming students must attend a summer clinic that typically runs for 3-5 days in July and/or August.

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 March 1st deadline families of students selected in the Lottery were given if we still have space available. The Admissions Office 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, so please have your documents ready. If this deadline is not met, the Admissions Office 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.

Effective 10/1/2010

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, although even that turn over is lower than ever before at this point, with about 7% of the students leaving the school. 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. In total, as of September 19, 2011, we had 500 students enrolled in the school, with 151 of those as 9th graders; 150 of those as tenth graders; 125 of those as 11th graders; and 74 of them as seniors. On June 11, 2012, we had 478 of those same students enrolled, with the grade breakdown as follows: 140 9th graders; 143 10th graders; 124 11th graders; and 71 12th graders. 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 14% of all 9th graders have to repeat the year, and of those, half plan on doing so again at Freire. For 10th graders, 9% have to repeat the year, and again, half intend to do so at Freire; for 11th, 6% have to repeat and all plan to do so at Freire; and for 12th, 4% have to repeat the year, and we are not sure which of those will do so at Freire at this time. All other students (i.e. those that passed the year) have reported that they will return next September for the 2012-2013 year. Freire did not expel any students during the 2011-2012 school year.

Additional Application and Lottery Information

See attached for a copy of the 2010-2011 Application for Admission, along with supporting documents, including an outline of important dates in the Freire Charter School admissions process for the 2010-2011 admissions cycle.

While Freire Charter School's application is not available in languages other than English, applicants with parents who are speakers of other languages and are not proficient in English have multiple ways to learn about Freire Charter School. At the High School Expo each fall, Freire Charter School's Head of School, who is fluent in Spanish and Portuguese, attends on multiple days to be a resource for Spanish-speaking parents. For parents who speak other languages, we are able to contract for instant translation services through Language Line Services, which offers interpretation and translation in over 170 languages, 24 hours/day and 7 days/week. Freire Charter School is also fortunate to have staff members who speak a variety of languages (Spanish, Portuguese, French, Korean, and French Creole) who can serve as a resource for prospective families.

Freire Charter School's lottery date for the 2011-2012 admissions cycle is February 16, 2012. The school communicates its lottery process and admissions policies to the community via the attached documents at high school fairs, at middle school visits, in

middle school counselor packets, and on its website. In January, we send out a "Save the Date" reminder for the school's admissions deadline to over 130 schools and community organizations.

Student Enrollment - Attachments

- 2010-2011 Admissions Policy
- 2010-2011 Application for Admission & Supporting Documents
- 2013-2014 Admissions Application

Transportation

Freire Charter High 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. Come August 2012, however, the Freire Charter Middle School will need transportation for all 5th and 6th graders, and as a result, we will need to design a transportation program.

Food Service Program

Just like the 2010-2011 school year, and still no longer a School Food Authority, we now employ a management company, CBS Foods, to oversee the food program. The program consisted in 2011-2012 with one meal (lunch) and an after school snack that were served at the school during the day.

Lunch was served hot. In addition, the majority of students were permitted to leave the school and purchase their lunch in the community. Approximately 16% 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 for freshman students, we also offered students afternoon snack. We also required that all freshmen stay in for lunch, the only exception being those on Honor Roll after the first half of the year. All students who participated in an after school homework club, help session, or other activity were provided with an afternoon snack, which was free of charge to the students. These snacks met or exceeded the national nutritional guidelines.

Student Conduct

Discipline Report

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.

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.

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, and is posted publicly on our website. 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 126 suspensions in the 2011-2012 school year. No students were expelled from Freire Charter School during the 2011-2012 school year.

Student Conduct - Attachment

- 2011-2012 Code of Conduct

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2012

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
2011 - 2012 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 - Attachments

- Ethics Act Signature Page 2012
- Assurance for Charter School Services 2012