
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, August 26, 2011)

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

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Summary Data Part I

Charter School Annual Report Summary Data 2011 - 2012

Name of School: Sankofa Freedom Academy Charter School

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

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

Grade Level: K-6 plus 9 - 11 (ultimately k-12) **Hours of Operation:** 8:15 am to 3:15 pm

Percentage of Certified Staff: 100% **Total Instructional Staff:** 26

Student/Teacher Ratio: 25:1 **Student Waiting List:** 112

Attendance Rate/Percentage: 94.7%

Second Site Address, Phone Number and Site Director:

Sankofa Freedom Academy Annex
407 Roosevelt B lvd
215-324-2726

Dr. Ayesha Imani

Summary Data Part II

Enrollment: 488 Per Pupil Subsidy: 8170

Student Profile

American Indian/Alaskan Native:	1
Asian/Pacific Islander:	0
Black (Non-Hispanic):	439
Hispanic:	39
White (Non-Hispanic):	1
Multicultural:	8

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:
85%

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

Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	0	0	182	182	182	182	728
Instructional Hours	0	0	1099.25	1099.25	1099.25	1023.36	4321.11

SECTION I. EXECUTIVE SUMMARY

Educational Community

Sankofa Freedom Academy Charter School is a member of two major communities. First, it is a member of the Frankford Community, an urban low income community in the city of Philadelphia. We have an average of 500 students (490), 85% of whom are eligible for free and reduced lunch. Approximately 70% of our students are from the Frankford / Northeast community. Frankford is an historic working class community that has many strengths and faces many challenges. The community is diverse with emerging immigrant populations from Africa and the Caribbean. It still contains working class European families, along with Latino, African American, and other people of African descent. Reflecting the diversity of the community, Sankofa Freedom Academy Charter School is approximately 95 percent Black/Non Latino with families coming from Nigeria, Gambia, Somalia, Jamaica, Haiti, Trinidad, and Cape

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

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

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

Mission

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

Vision

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

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

Shared Values

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

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

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

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

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

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

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

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

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

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

- Order

- Balance

- Harmony

- Righteousness

- Truth

- Reciprocity

- Justice

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

Academic Standards

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

The Sankofa Curriculum:

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

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

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

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

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

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

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

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

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

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

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

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

Strengths and Challenges

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

physically, emotionally, intellectually, and spiritually safe for its students, staff, and parents. Another point of pride is the high school international service program. The high school international service program provides opportunities for ordinary students from our community to travel abroad and partner with members of other young people from around the world to address concerns within global communities. Our students have already been to Ecuador, Dominican Republic, Jamaica, and are poised to travel to Gambia, West Africa in November. Moreover, the school wide emphasis on servant leadership and intergenerational learning in general provides numerous opportunities for leadership development and create a sense of pride and purpose in the scholars, servant leaders, and staff.

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

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

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

Parental and Community involvement in the school is another special blessing. Sankofa Freedom Academy Charter School has been supported by parent and community volunteers who have become an integral part of the life of the school. This includes a grandmother who volunteers 5 days every week and assisted our children in completing a gardening project. Several parents volunteer in our main office on a daily basis. In addition, we have a cadre of morning circle parents who stay throughout our morning ceremony and participate in welcoming the children to school. We also have numerous parents who volunteer for trips, attend school wide events, and participate in our Wazazi Wazuri (our Council of Beautiful Parents). Moreover, Sankofa is privileged to enjoy the active support and involvement of our Councilwoman Maria Q. Sanchez and State Representative Tony Payton.

While we were very encouraged by our literacy results from our benchmark schools, we have been disappointed that our literacy scores were once not aligned to the 4 sight results. While 4-sight predicted that 60% of our children would test proficient only 40% did so. This represents improvement from last but still does not represent our goal. We were especially gratified to see improvement in our math performance. We improved from 47% to what appears to be 54%. Our high school students scores were encouraging given that 33% of the students have IEPs. All in all, we certainly celebrate having made AYP this year, but we are clear that there is lots of work to be done especially in the area of literacy.

Challenges:

1. Once again, our PSSA scores last year were not consistent with any of the other data that we have collected on math and literacy performance. Thus, while we are grateful to have shown improvement, we are not sure how reliable or representative our scores were compared to data from 4-sight and other measures which indicate that our students continue to need additional supports in math. In the coming year, we hope to do a better job tracking math progress through the use of Star Math Assessments and the Accelerated Math program. We also have purchased a Quic Math assessment for incoming students to track math performance, particularly in Special Education for our students from k-12. It is our hope that with improved monitoring our progress that instruction and tutorial supports will be better directed to the needs of the students.

Once again, we believe we have underperformed in literacy. The dip in our 5th grade scores certainly took us by surprised. There were students reading two grade levels above who did not perform proficiently on the test. Like so many other schools, we find ourselves frustrated by the progress we see in the children which is supported by other data sources, and the results of this one test. We continue to explore ways to promote literacy throughout our community and cultivate a love for reading among our students. This summer we have launched a special literacy campaign to empower our parents and members of the community with strategies to enhance their children's abilities in reading. We also last year sponsored a successful Reading under the Stars evening where we modeled reading techniques with parents and children as well as sold and gave away books for families to build home libraries. This met with great success. Thus, this year we intend to do one each quarter. In addition we continue to invest in building more robust libraries in our classrooms and intend to purchase additional professional development in the more effective use of our Accelerated Reading program. We are also dedicating every parent meeting this year to empowering parents to partner with us to build literacy. Finally, we look to hire a literacy specialist in the testing grades to provide additional supports and coaching for our teachers.

In that we see the decline student progress in our middle school (6th and 7th grade), it is our intention to push in additional supports through the hiring of a middle school math and literacy support person.

A final challenge for Sankofa continues to be finding a facility in the neighborhood for which we are chartered to serve that will allow us to have one building. Having one administration with multiple sites continued to provide tremendous challenges this year. We presently are negotiating for a space that is 3 blocks from our present site. (If we have to have two sites, we at least hope to be able to improve proximity) In addition, we are reorganizing administratively to provide greater administrative support for our annex site. In our parent and teacher surveys for school year 2011-2012, communication and organization continued to be areas that were identified for needed improvement. We continue to take this feedback seriously and are working toward improved communication through reorganization of our administrative resources.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

In that 2011-2012 was the year for our renewal, it provided an excellent opportunity for us to engage in strategic planning and institutional review. This happened through a series of meetings with all of our constituency groups. In order to gather information from various strands within our community numerous meetings have been conducted throughout the year with community partners, parents, staff, students and board members. Key in the data collection process was a series of reflection meetings conducted in from September to February with staff. This provided opportunity for staff to indicate areas of strength and challenges. In addition a leadership team was convened to collect data from the various constituency groups. The leadership team included the heads of Instruction, Operations, Technology Business, Socialization, and Parent Involvement. Each head met with their respective groups on an on-going basis to get feedback from their constituency group. Leaders of the Wazazi Wazuri (Council of Beautiful Parents) met monthly to articulate parent concerns to administration and plan Wazuri meetings and events. Meeting were held between student council representatives and the CEO to ascertain student concerns.

In addition as a part of the Renewal Process, an external consultant group SchoolWorks, was enlisted to review and provide feedback about various aspects of school operations, academic program, governance, and financial procedures. Audits were conducted in special education, fiscal management, and student enrollment.

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

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Bayard, Norman	Sankofa Freedom Academy Charter School	Administrator	CEO
Blackburn, Steven	Carson Valley Children's Aid Society/Sankofa Freedom Academy	Board Member	CEO
Brown, Nieka	Sankofa Freedom Academy Charter School	Elementary School Teacher	CEO
Butler, Renee	Board of Trustees	Board Member	Elected
Carr, Greg Dr.	Howard University/ Philadelphia Freedom Schools	Other	CEO
Clark, Isa	Sankofa Freedom Academy	Administrator	CEO/Founder
Clark, Sulayman	Cheyney University	Other	CEO

Dr.

Dawn Moore	Sankofa Freedom Academy Charter School	Administrator	CEO
Deon Allen	Consultant	Ed Specialist - School Psychologist	CEO
Douglas, Joy	Sankofa Freedom Academy	Secondary School Teacher	CEO
Elisha Tigah	Consultant	Ed Specialist - Instructional Technology	CEO
Geraldine Newton	Sankofa Freedom Academy Charter School	Other	CEO
Holland, Stacy	Board of Trustees	Board Member	Board of Trustees
Holliday, Diane	Sankofa Freedom Academy	Board Member	CEO
Hopson, Brian	Sankofa Freedom Academy Charter School	Ed Specialist - Instructional Technology	CEO
Hurde, Rayon	Student Council	Administrator	Elected by Students
Imani, Ayesha	Sankofa Freedom Academy	Administrator	Board of Trustees
Kioko, Simon	Side Technology	Business Representative	CEO
Large, John Father	Materdolorosa Church	Community Representative	CEO
Lee, Janise	Sankofa Freedom Academy	Parent	CEO/Founder
Mickens, Kelli Sparrow	Sankofa Freedom Academy Charter School	Administrator	CEO/Founder
Morales-Williams, Erin	Temple University	Community Representative	CEO/Founder
Moyo, Kilolo	Sankofa Freedom Academy Charter School	Secondary School Teacher	CEO

Nadine McNeil	Sankofa Freedom Academy Charter School Wazuri	Administrator	Elected by Parents
Oshunbunmi Samuels	Philadelphia Freedom Schools	Community Representative	CEO
Poindexter- Garcia, Ramona	Sankofa Freedom Academy Charter School	Other	CEO
Rita Anderson	Sankofa Freedom Academy	Ed Specialist - School Nurse	CEO
Sharif, Rhonda	Barr Management Associates	Business Representative	CEO
Winston, Toni	Sankofa Freedom Academy	Elementary School Teacher	Elected by staff

Goals, Strategies and Activities

Goal: Africana and Culturally Responsive Pedagogy

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

Strategy: ASA professional development

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

Activity: Workshop Series on African Centered Education

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

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

Professional Development Activity Information

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

3.00	4	35
------	---	----

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

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

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

Staff will learn the theories that are associated with African Centered Education and the why it is operationalized both as classroom practice and within the life of the school.	ACE and culturally responsive education has proven effective in research published by such educators as Lisa Delpit, Janice Hale, Gloria Ladson-Billings, Joyce King, and Geneva Gay.	<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
---	---	--

parents and community partners.

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

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

Educator Groups Which Will Participate in this Activity

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

Follow-up Activities

Evaluation Methods

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

- Analysis of student work, with administrator and/or peers
- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussions
- Lesson modeling with mentoring
- Journaling and reflecting
- Participant survey
- Review of participant lesson plans
- Portfolio

Status: In Progress — Overdue

Strategy: Mid-Year Retreats

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

Activity: Book Talk

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

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

Professional Development Activity Information

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

3.00 2 35

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

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

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

Participants will deepen their knowledge and increase their capacity to apply the theories of culturally responsive and/or African Centered pedagogy to teaching and learning in the classroom.	Culturally responsive and African Centered Pedagogy has been supported by research conducted by such educators as Peter Murrell, Gloria Ladson-Billings, Lisa Delpit, Geneva Gay, Jacqueline Irvine, Asa Hilliard, Joyce King, Carol Lee, and many others.	<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. 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"> Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.
---	--	---

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
------	-------------	--------------

- Classroom teachers
- Principals / asst. principals
- School counselors
- Other educational specialists
- Early childhood (preK-grade 3)
- Elementary (grades 2-5)
- High school (grades 9-12)
- Reading, Writing, Speaking & Listening
- Science and Technology
- Arts & Humanities
- Civics and Government
- Environment and Ecology
- Health, Safety and Physical Education
- World Languages
- Kindergarten Early Learning Standards
- Mathematics
- History
- Career Education and Work
- Economics
- Family and Consumer Sciences
- Geography

Follow-up Activities

Evaluation Methods

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

Status: In Progress — Upcoming

Activity: Workshop Series on African Centered Education

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

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

Professional Development Activity Information

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

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

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Staff will learn the theories that are associated with African Centered Education and the why it is operationalized both as classroom practice and within the life of the school.	ACE and culturally responsive education has proven effective in research published by such educators as Lisa Delpit, Janice Hale, Gloria Ladson-Billings, Joyce King, and Geneva Gay.	<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.
- Empowers educators to work effectively with parents and community partners.

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

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

Educator Groups Which Will Participate in this Activity

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

- Geography

Follow-up Activities

Evaluation Methods

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

Status: In Progress — Overdue

Strategy: Summer Institute Intensive

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

Activity: Workshop Series on African Centered Education

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

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

Professional Development Activity Information

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

3.00	4	35
------	---	----

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

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

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

Staff will learn the theories that are associated with African Centered Education and the why it is operationalized both as classroom practice and within the life of the school.	ACE and culturally responsive education has proven effective in research published by such educators as Lisa Delpit, Janice Hale, Gloria Ladson-Billings, Joyce King, and Geneva Gay.	<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
---	---	--

parents and community partners.

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

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

Educator Groups Which Will Participate in this Activity

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

Follow-up Activities

Evaluation Methods

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

- Analysis of student work, with administrator and/or peers
- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussions
- Lesson modeling with mentoring
- Journaling and reflecting
- Participant survey
- Review of participant lesson plans
- Portfolio

Status: In Progress — Overdue

Goal: Assess for Success

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

Strategy: Monthly Professional Development Half Days

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

Activity: Access for Success

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

Person Responsible

Timeline for Implementation Resources

Imani, Ayesha

Start: 8/20/2009
Finish: 6/30/2013

-

Professional Development Activity Information

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

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

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

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

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

Build capacity in multiple forms and differentiated assessment

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

For classroom teachers, school counselors and education specialists:

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

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

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

on learning.

Educator Groups Which Will Participate in this Activity

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

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

Status: In Progress — Upcoming

Activity: Interpreting the Data

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

Person Responsible	Timeline for Implementation	Resources
Imani, Ayesha	Start: 3/15/2010 Finish: 8/1/2013	-

Professional Development Activity Information

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

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

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Participants will be empowered to interpret student performance standardized test data and create action plans for improving student performance in these measures.	Research supports the use of data to drive instruction as an effective tool in improving student performance on standardized measures and in designing differentiated instruction.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> 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.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

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

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

- administrator and/or peers
 - Analysis of student work, with administrator and/or peers
 - Creating lessons to meet varied student learning styles
 - Peer-to-peer lesson discussions
 - Lesson modeling with mentoring
 - Journaling and reflecting
- PSSA
 - Classroom student assessment data
 - Participant survey
 - Review of participant lesson plans
 - Review of written reports summarizing instructional activity

Status: In Progress — Upcoming

Strategy: Summer Institute Intensive

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

Activity: Study Island Professional Development

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

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

Professional Development Activity Information

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

1.50

3

20

Organization or Institution Name

Type of Provider

Provider's Department of Education Approval Status

Study Island and Sankofa
Freedom Academy

- School Entity
- Company

Approved

Knowledge and Skills

Research and Best Practices

Designed to Accomplish

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

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

For classroom teachers, school counselors and education specialists:

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

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

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

Educator Groups Which Will Participate in this Activity

Role

Grade Level

Subject Area

- Classroom teachers

- Early childhood

- Reading, Writing, Speaking

- Principals / asst. principals
- Other educational specialists
- (preK-grade 3)
- Elementary (grades 2-5)
- High school (grades 9-12)
- & Listening
- Science and Technology
- Mathematics

Follow-up Activities

Evaluation Methods

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

Status: Complete

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

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

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

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

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

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

Person Responsible Timeline for Implementation Resources

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

Status: In Progress — Upcoming

Strategy: Mid-Year Retreats

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

Activity: Highly Effective Writing

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

Person Responsible Timeline for Implementation Resources

Imani, Ayesha	Start: 2/17/2010 Finish: 2/17/2010	-
---------------	---------------------------------------	---

Professional Development Activity Information

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

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

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Participants will build capacity in the teaching of writing. Participants will also	Highly Effective Writing has been embraced as a best practice in Philadelphia,	<i>For classroom teachers, school counselors and education specialists:</i>

learn to improve their own writing.

Schools that use these materials consistently report success in PSSA writing scores

- Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.
- Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.

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

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

Educator Groups Which Will Participate in this Activity

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

Follow-up Activities

Evaluation Methods

<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with 	<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.
---	--

- involvement of administrator and/or peers
- Analysis of student work, with administrator and/or peers
- Journaling and reflecting
- Student PSSA data
- Standardized student assessment data other than the PSSA
- Classroom student assessment data
- Participant survey
- Review of participant lesson plans

Status: In Progress — Overdue

Strategy: Trainings by Textbook providers

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

Activity: Differentiated Instruction: Implementing Instruction for Diverse Learners

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

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

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	2	25
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Sankofa Freedom Academy	• School Entity	Approved

Knowledge and Skills

Research and Best Practices Designed to Accomplish

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

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

For classroom teachers, school counselors and education specialists:

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

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

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

Educator Groups Which Will Participate in this Activity

Role

- Classroom teachers
- Other educational specialists

Subject Area

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

Follow-up Activities

Evaluation Methods

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

- 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

- Analysis of student work, with administrator and/or peers
- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussions
- Lesson modeling with mentoring
- Journaling and reflecting
- Participant survey
- Review of participant lesson plans

Status: In Progress — Overdue

Goal: Building critical numeracy skills

Description: Improve student numeracy performance and build numeracy skills.

Strategy: Mid-Year Retreats

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

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

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

Person Responsible

Timeline for Implementation

Resources

Imani, Ayesha

Start: 8/17/2010
Finish: 8/20/2013

-

Professional Development Activity Information

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

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

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

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

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials

and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

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

Educator Groups Which Will Participate in this Activity

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

Follow-up Activities

Evaluation Methods

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

Status: Not Started — Overdue

Strategy: Summer Institute Intensive

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

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

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

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

Professional Development Activity Information

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

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

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Participants will strengthen their capacity to assist scholars in building numeracy capacity using culturally	Research supports the importance of improving numeracy performance of	<i>For classroom teachers, school counselors and education specialists:</i>

responsive methodologies and real world applications. children of color.

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

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

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

Educator Groups Which Will Participate in this Activity

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

- 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"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Participant survey • Review of participant lesson plans |
|---|--|

Status: Not Started — Overdue

Activity: Study Island Professional Development

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

Person Responsible

Timeline for Implementation

Resources

Hopson, Brian

Start: 9/1/2009
Finish: 7/31/2012

-

Professional Development Activity Information

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

1.50	3	20
------	---	----

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

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

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

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

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

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

Educator Groups Which Will Participate in this Activity

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

Follow-up Activities

Evaluation Methods

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

Status: Complete

Goal: Communication Related Technologies

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

Strategy: Intra-staff communications

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

Activity: Grade-Quick On-Line

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

Person Responsible Timeline for Implementation Resources

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

Status: Not Started — Overdue

Activity: Network

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

Person Responsible Timeline for Implementation Resources

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

Status: Complete

Activity: Staff use of website and email

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

Person Responsible Timeline for Implementation Resources

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

Status: Complete

Strategy: School Website and Email

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

Activity: Develop and maintain email communications

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

Person Responsible Timeline for Implementation Resources

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

Status: In Progress — Upcoming

Activity: Fundraising for Website Hosting

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

Person Responsible Timeline for Implementation Resources

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

Status: In Progress — Upcoming

Activity: Maintain Internet Access

Description: Sankofa will purchase and maintain internet access.

Person Responsible Timeline for Implementation Resources

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

Status: Complete

Activity: Maintain LAN

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

Person Responsible Timeline for Implementation Resources

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

Status: Complete

Activity: Maintain TeacherWeb

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

Person Responsible Timeline for Implementation Resources

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

Status: Complete

Activity: Obtain Net-Op Filter

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

Person Responsible Timeline for Implementation Resources

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

Status: Not Started — Overdue

Activity: Teacher Web Professional development

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

Person Responsible Timeline for Implementation Resources

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

Status: Complete

Strategy: Telecommunications

Description: Sankofa will improve its existing telephone system.

Activity: Install PBVX system

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

Person Responsible Timeline for Implementation Resources

Hopson, Brian

Start: 6/10/2010
Finish: 7/30/2013

-

Professional Development Activity Information

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

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

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

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

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

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

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

For classroom teachers, school counselors and education specialists:

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

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

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

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none">Classroom teachers	<ul style="list-style-type: none">Early childhood (preK-	<ul style="list-style-type: none">Health, Safety and

- Principals / asst. principals
 - School counselors
 - Other educational specialists
 - grade 3)
 - Middle (grades 6-8)
 - Elementary (grades 2-5)
 - High school (grades 9-12)
- Physical Education

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 • Peer-to-peer lesson discussions • Lesson modeling with mentoring • Journaling and reflecting | <ul style="list-style-type: none"> • Participant survey • Review of participant lesson plans • Review of written reports summarizing instructional activity |
|---|--|

Status: Not Started — Overdue

Strategy: Summer Institute Intensive

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

Activity: Pillars of Peace

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

Person Responsible

Timeline for Implementation

Resources

Hopson, Brian

Start: 6/10/2010
Finish: 7/30/2013

-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.50	2	45

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

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Participants will acquire skills for obtaining and maintaining a peaceful school environment.	It is well documented and well researched the peaceful resolution of conflict are important elements in maintaining a positive school climate. Researched based strategies will be used in the program.	<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. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

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

- Other educational specialists
- 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 • Peer-to-peer lesson discussions • Lesson modeling with mentoring • Journaling and reflecting | <ul style="list-style-type: none"> • Participant survey • Review of participant lesson plans • Review of written reports summarizing instructional activity |
|---|--|

Status: Not Started — Overdue

Goal: CPR

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

Strategy: In-service training by external organizations

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

Activity: CPR Training

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

Person Responsible

Timeline for Implementation Resources

Rita Anderson

Start: 5/28/2010

-

Finish: 8/1/2013

Professional Development Activity Information

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

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

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

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

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

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

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none">Classroom teachersPrincipals / asst. principals	<ul style="list-style-type: none">Middle (grades 6-8)Elementary (grades 2-5)High school (grades	<ul style="list-style-type: none">Health, Safety and Physical Education

- School counselors (9-12)
- Other educational specialists

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

- | | |
|--|--|
| <ul style="list-style-type: none"> • Lesson modeling with mentoring | <ul style="list-style-type: none"> • Participant survey |
|--|--|

Status: In Progress — Upcoming

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

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

Goal: Differentiated Instruction

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

Strategy: Mid-Year Retreats

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

Activity: Differentiated Instruction: Implementing Instruction for Diverse Learners

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

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

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

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	2	25

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

Knowledge and Skills Research and Best Practices Designed to Accomplish

<p>Educators will build capacity in the implementation of differentiated instruction techniques and strategies across content areas.</p>	<p>Both research and best practices support the need for the use of differentiated instruction as is evidenced by the inclusion of these techniques in the various text that are aligned to our curriculum.</p>	<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. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.
--	---	--

Educator Groups Which Will Participate in this Activity

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

- Mathematics

Follow-up Activities

Evaluation Methods

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

Status: In Progress — Overdue

Strategy: Summer Institute Intensive

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

Activity: Differentiated Instruction: Implementing Instruction for Diverse Learners

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

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

Professional Development Activity Information

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

3.00	2	25
------	---	----

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

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

Knowledge and Skills Research and Best Practices Designed to Accomplish

Educators will build capacity in the implementation of differentiated instruction techniques and strategies across content areas.	Both research and best practices support the need for the use of differentiated instruction as is evidenced by the inclusion of these techniques in the various text that are aligned to our curriculum.	<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. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.
---	--	--

Educator Groups Which Will Participate in this Activity

Role	Subject Area
------	--------------

- Classroom teachers
- Other educational specialists

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

Follow-up Activities

Evaluation Methods

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

Status: In Progress — Overdue

Goal: ELL

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

Strategy: Mid-Year Retreats

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

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

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

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

Professional Development Activity Information

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

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

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

students.

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

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

Educator Groups Which Will Participate in this Activity

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

Follow-up Activities

Evaluation Methods

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

Status: In Progress — Upcoming

Strategy: Monthly Professional Development Half Days

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

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

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

Person Responsible

Timeline for Implementation

Resources

Imani, Ayesha

Start: 5/19/2010

-

Finish: 8/1/2013

Professional Development Activity Information

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

3.00	0	0
------	---	---

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

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

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

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

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

For classroom teachers, school counselors and education specialists:

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

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

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

learning.

Educator Groups Which Will Participate in this Activity

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

Follow-up Activities

Evaluation Methods

-
- | | |
|--|--|
| <ul style="list-style-type: none">• 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">• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.• Student PSSA data• Standardized student assessment data other than the PSSA• Classroom student assessment data• Participant survey• Review of participant lesson plans• Review of written reports summarizing instructional activity• Portfolio |
|--|--|

- Journaling and reflecting

Status: In Progress — Upcoming

Strategy: Summer Institute Intensive

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

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

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

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

Professional Development Activity Information

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

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

Knowledge and Skills	Research and Best	Designed to Accomplish

Practices

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

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

For classroom teachers, school counselors and education specialists:

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

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

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

Educator Groups Which Will Participate in this Activity

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

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

Follow-up Activities

Evaluation Methods

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

Status: In Progress — Upcoming

***Goal:* Freedom School Way**

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

Strategy: Summer Institute Intensive

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

Activity: Harambee

Description: Participants will be trained in the Harambee (Community Building Morning Routine) using the Philadelphia Freedom School model. Training will be done by Kelli Sparrow Mickens former training administrator of Philadelphia Freedom Schools, Isa Clark, Freedom Schools Project Director, and Brandon Coley, CDF National Ella Baker Trainer, all of whom are on the Sankofa Staff

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

Professional Development Activity Information

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

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

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

struggling students.

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

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

Educator Groups Which Will Participate in this Activity

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

Status: In Progress — Overdue

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

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

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

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

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

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

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

Professional Development Activity Information

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

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

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Skills will be determined by selection	Research supports the importance of teachers having opportunities to reflect and collaborate with their peers and colleagues.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • 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.
- Empowers educators to work effectively with parents and community partners.

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

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

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening

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

Follow-up Activities

Evaluation Methods

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

Status: In Progress — Overdue

Goal: Health and Wellness

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

Strategy: Monthly Professional Development Half Days

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

Activity: CPR Training

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

Person Responsible	Timeline for Implementation	Resources
Rita Anderson	Start: 5/28/2010 Finish: 8/1/2013	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	1	15

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

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Life saving skills	State requires that our site have staff who are CPR trained.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Empowers educators to work effectively with <u>parents and</u>

community partners.

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

- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- 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• School counselors• Other educational specialists	<ul style="list-style-type: none">• Middle (grades 6-8)• Elementary (grades 2-5)• High school (grades 9-12)	<ul style="list-style-type: none">• Health, Safety and Physical Education

Follow-up Activities

Evaluation Methods

- | | |
|--|--|
| <ul style="list-style-type: none">• Lesson modeling with mentoring | <ul style="list-style-type: none">• Participant survey |
|--|--|

Status: In Progress — Upcoming

Date **Comment**

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

Goal: Holistic Student Support

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

Strategy: Mid-Year Retreats

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

Activity: Partnering with Parents

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

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

Professional Development Activity Information

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

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

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Participants will build capacity in communicating effectively with parents.	Research suggest the importance of building and maintaining effective communication as a key to student success	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Empowers educators to work effectively with <u>parents and community partners</u>. <p><i>For school and district administrators, and other</i></p>

educators seeking leadership roles:

- 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• Other educational specialists	<ul style="list-style-type: none">• Early childhood (preK-grade 3)• Middle (grades 6-8)• Elementary (grades 2-5)• High school (grades 9-12)

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

Status: In Progress — Overdue

Activity: Pillars of Peace

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

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

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.50	2	45

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

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Participants will acquire skills for obtaining and maintaining a peaceful school environment.	It is well documented and well researched the peaceful resolution of conflict are important elements in maintaining a positive school climate. Researched based strategies will be used in the program.	<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. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

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

- Other educational specialists
- 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 • Peer-to-peer lesson discussions • Lesson modeling with mentoring • Journaling and reflecting | <ul style="list-style-type: none"> • Participant survey • Review of participant lesson plans • Review of written reports summarizing instructional activity |
|---|--|

Status: Not Started — Overdue

Activity: Rites of Passage Training

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

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

Professional Development Activity Information

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

0.00

0

0

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

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

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

Educators will build capacity in conducting character building, identity formation, conflict resolution, ethics/moral decision making..	Research supports that we must pay attention to the holistic needs of children.	<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"> Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.
---	---	---

Educator Groups Which Will Participate in this Activity

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

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

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

- 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

Status: In Progress — Overdue

Goal: Management and Coordination of Data

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

Strategy: Administrators Plus Data Management System

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

Activity: Admin Plus support and training

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

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

Professional Development Activity Information

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

Session	School Year	Participants Per Year
0.00	0	0

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

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Staff will be empowered to utilize the data management system for the school	Administrator's Plus is being used nation wide and is a best administrative practice for charter and independent schools	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> 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 leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.

Educator Groups Which Will Participate in this Activity

Role

- Principals / asst. principals
- Other educational specialists

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> Analysis of student work, with administrator and/or peers 	<ul style="list-style-type: none"> Participant survey

Status: In Progress — Overdue

Activity: Installation of Administrator's Plus

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

Person Responsible Timeline for Implementation Resources

Hopson, Brian	Start: 9/1/2009 Finish: Ongoing	\$8,090.00
---------------	------------------------------------	------------

Status: Complete

Goal: Managing Yourself in the Classroom

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

Strategy: Mid-Year Retreats

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

Activity: Managing Yourself In the Classroom

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

Person Responsible Timeline for Implementation Resources

Imani, Ayesha	Start: 8/20/2009 Finish: 8/24/2011	-
---------------	---------------------------------------	---

Professional Development Activity Information

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

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

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Participants will build capacity in establishing effective practices for creating a positive and productive environment in the classroom and in other spaces within the school	Best Practices in education dictate that effective schools have school and classroom climates that are characterized by positivity, order and productivity. Establishing such an environment is key to student success. Educators need to know how to manage themselves in such a way that managing students and school resources fall into place.	<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. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
<ul style="list-style-type: none"> Classroom teachers 	<ul style="list-style-type: none"> Early childhood (preK-grade

- Principals / asst. principals
- School counselors
- Other educational specialists
- 3)
- Middle (grades 6-8)
- Elementary (grades 2-5)
- High school (grades 9-12)

Follow-up Activities

Evaluation Methods

-
-
- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
 - Journaling and reflecting
 - Participant survey

Status: In Progress — Overdue

Strategy: Monthly Professional Development Half Days

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

Activity: Managing Yourself In the Classroom

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

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

Professional Development Activity Information

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

3.00

2

40

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

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

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

Participants will build capacity in establishing effective practices for creating a positive and productive environment in the classroom and in other spaces within the school	Best Practices in education dictate that effective schools have school and classroom climates that are characterized by positivity, order and productivity. Establishing such an environment is key to student success. Educators need to know how to manage themselves in such a way that managing students and school resources fall into place.	<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. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.
--	--	--

Educator Groups Which Will Participate in this Activity

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

Follow-up Activities**Evaluation Methods**

-
-
- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
 - Journaling and reflecting
- Participant survey

Status: In Progress — Overdue

***Goal:* National Technology Standards**

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

***Strategy:* Hardware and Peripherals**

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

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

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

Person Responsible Timeline for Implementation Resources

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

Status: Complete

Activity: Grant Writing

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

Person Responsible Timeline for Implementation Resources

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

Status: In Progress — Upcoming

Activity: Increase number of computer stations in classrooms

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

Person Responsible Timeline for Implementation Resources

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

Status: Not Started — Overdue

Activity: Laptop acquisition

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

Person Responsible Timeline for Implementation Resources

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

Status: Not Started — Overdue

Strategy: Interactive Whiteboard

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

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

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

Person Responsible Timeline for Implementation Resources

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

Status: Not Started — Overdue

Goal: Scientific Literacy

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

Strategy: Summer Institute Intensive

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

Activity: Science - Preparing for the PSSA

Description: Staff will be engaged in the teaching of the Sankofa Science Curriculum as it

relates to the PSSA science examination. These sessions will be lead by M. Sabriya Dempsey, Lead Science Coach, SDP, Off ice of High Schools.

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

Professional Development Activity Information

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

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

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Teachers will be introduced to the science scope and sequence and make connections between it and the PSSA science exam.	Science is a tested area. Preparing our scholars with the skills needed for scientific inquiry is a best practice.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> 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. <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 culture of teaching and learning, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

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

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 • Peer-to-peer lesson discussions 	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Participant survey • Portfolio
---	---

Status: Not Started — Overdue

Goal: Service Learning and Social Justice Pedagogy

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

Strategy: Mid-Year Retreats

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

Activity: Service Learning and Project Based Learning

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

Person Responsible	Timeline for Implementation	Resources
Imani, Ayesha	Start: 8/15/2010 Finish: 8/15/2013	-

Professional Development Activity Information

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

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

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Staff will develop capacity to implement project based learning throughout	Service Learning and Project based learning have both been shown to increase student	<i>For classroom teachers, school counselors and education specialists:</i>

the curriculum at each grade level within the institution

engagement and participation. It also has been shown to improve critical thinking and help scholars make connections between themselves and their world. Service learning researchers are root their research in the theoretical work of John Dewey and Paulo Freire. Studies on the efficacy of service learning and project based learning have been done by Stanton, Giles & Cruz, Billings, Conrad& Hedine, Giles & Eyley

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

Educator Groups Which Will Participate in this Activity

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

specialists

- Environment and Ecology
- Health, Safety and Physical Education
- World Languages
- Kindergarten Early Learning Standards
- Mathematics
- History
- Career Education and Work
- Economics
- Family and Consumer Sciences
- Geography

Follow-up Activities

Evaluation Methods

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

Status: Not Started — Overdue

Strategy: Summer Institute Intensive

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

Activity: Service Learning and Project Based Learning

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

Person Responsible	Timeline for Implementation	Resources
Imani, Ayesha	Start: 8/15/2010 Finish: 8/15/2013	-

Professional Development Activity Information

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

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

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Staff will develop capacity to implement project based learning throughout the curriculum at each grade level within the institution	Service Learning and Project based learning have both been shown to increase student engagement and participation. It also has been shown to improve critical thinking and help scholars make connections between themselves and their world. Service learning researchers are rooted in the theoretical work of John Dewey and Paulo Freire. Studies on the efficacy of service learning and	<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>

project based learning have been done by Stanton, Giles & Cruz, Billings, Conrad & Hedine, Giles & Eyer

and the skills needed to analyze and use data in instructional decision-making.

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

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

Educator Groups Which Will Participate in this Activity

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

Work

- Economics
- Family and Consumer Sciences
- Geography

Follow-up Activities

Evaluation Methods

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

Status: Not Started — Overdue

Goal: Special Education

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

Strategy: Monthly Professional Development Half Days

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

Activity: Special Needs - Accommodations and Modifications

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

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 8/15/2010 Finish: 6/30/2013	-

Professional Development Activity Information

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

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

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Staff will build capacity in using accommodations and modifications to address the needs of diverse learners with IEPs	This content is required by law in order to provide an an free and appropriate education for all children.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> 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.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

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

- Geography

Follow-up Activities

Evaluation Methods

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

Status: Not Started — Overdue

Strategy: Weekly Family Meeting

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

Activity: Special Needs Progress Monitoring

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

Person Responsible

Timeline for Implementation Resources

None Selected

Start: 8/15/2009
Finish: 6/30/2013

-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
0.50	2	25
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Sankofa Freedom Academy Charter School	<ul style="list-style-type: none">School Entity	Approved

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

learning.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
<ul style="list-style-type: none">• Classroom teachers• Principals / asst. principals• Other educational specialists	<ul style="list-style-type: none">• Early childhood (preK-grade 3)• Elementary (grades 2-5)• 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	<ul style="list-style-type: none">• Participant survey• Review of written reports summarizing instructional activity

Status: In Progress — Upcoming

Goal: Technological Empowerment of Staff

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

Strategy: Internet Access

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

Activity: Maintain Internet Access

Description: Sankofa will purchase and maintain internet access.

Person Responsible Timeline for Implementation Resources

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

Status: Complete

Activity: Obtain Net-Op Filter

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

Person Responsible Timeline for Implementation Resources

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

Status: Not Started — Overdue

Activity: Secure ISP Provider

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

Person Responsible Timeline for Implementation Resources

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

Status: Complete

Activity: Staff use of website and email

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

Person Responsible Timeline for Implementation Resources

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

Status: Complete

Activity: Web Site Staff Development

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

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

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.50	3	35

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

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Build capacity in use of technology for web management	Effective schools communicate are able to use technology to communicate with parents	<i>For classroom teachers, school counselors and education specialists:</i>

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

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

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

Status: Complete

Strategy: Mandatory Utilization of Technology

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

Activity: Computer Literacy Collaboration

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

Person Responsible Timeline for Implementation Resources

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

Status: In Progress — Upcoming

Activity: Computer Numeracy Collaboration

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

Person Responsible Timeline for Implementation Resources

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

Status: In Progress — Upcoming

Activity: Network

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

Person Responsible Timeline for Implementation Resources

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

Status: Complete

Activity: Textbook Publishers Tech Training

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

Person Responsible Timeline for Implementation Resources

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

Status: Complete

Strategy: On Going Professional Development

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

Activity: Admin Plus support and training

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

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

Professional Development Activity Information

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

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

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

and independent schools

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

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

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

Educator Groups Which Will Participate in this Activity

Role

- Principals / asst. principals
- Other educational specialists

Follow-up Activities

Evaluation Methods

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

Status: In Progress — Overdue

***Activity:* Criterion Professional Development**

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

Person Responsible

Timeline for Implementation

Resources

Hopson, Brian

Start: 9/1/2010
Finish: 6/30/2013

-

Professional Development Activity Information

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

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

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

Houghton Mifflin Harcourt	• Company	Approved
---------------------------	-----------	----------

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

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

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

For classroom teachers, school counselors and education specialists:

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

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

- Provides the knowledge and skills to think and

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

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

Educator Groups Which Will Participate in this Activity

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

Follow-up Activities

Evaluation Methods

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

- discussions
- Lesson modeling with mentoring
- Journaling and reflecting

Status: Complete

Activity: Study Island Professional Development

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

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

Professional Development Activity Information

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

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

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Educators will acquire skills in implementing assessment and benchmark system, using data to inform instruction, monitoring	Study Island is a research based assessment system. Research indicates that instruction must be driven by data that emerges from	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Provides educators with a

student progress through the assessment.
use of data.

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

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

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

Educator Groups Which Will Participate in this Activity

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

Follow-up Activities

Evaluation Methods

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

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

Status: Complete

Activity: Teacher Web Professional development

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

Person Responsible Timeline for Implementation Resources

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

Status: Complete

Activity: Textbook Publishers Tech Training

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

Person Responsible Timeline for Implementation Resources

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

Status: Complete

Activity: Web Site Staff Development

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

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

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.50	3	35

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

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

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

Follow-up Activities**Evaluation Methods**

-
- Peer to peer sharing
 - Participant survey

Status: Complete

Strategy: Utilization of Networked computers

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

Activity: Network

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

Person Responsible Timeline for Implementation Resources

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

Status: Complete

Activity: Weekly staff communications

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

Person Responsible Timeline for Implementation Resources

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

Status: Not Started — Overdue

Goal: Technology for Instruction and Assessment

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

Strategy: Classroom Response Systems (CRS)

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

Activity: Use classroom response systems

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

Person Responsible Timeline for Implementation Resources

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

Status: Not Started — Overdue

Strategy: Criterion Writing Evaluation Assessment

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

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

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

Person Responsible Timeline for Implementation Resources

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

Status: In Progress — Upcoming

Activity: Criterion Professional Development

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

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

Hopson, Brian	Start: 9/1/2010 Finish: 6/30/2013	-
---------------	--------------------------------------	---

Professional Development Activity Information

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

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

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

Houghton Mifflin Harcourt	• Company	Approved
---------------------------	-----------	----------

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

Team members will learn how to utilize the criterion assessment system to assess the writing of the SFA scholars and servant leaders.	Established best practices indicate the importance of writing across the content and empowering students by providing immediate feedback on their writing. This tool provides immediate feedback to the writer and makes suggestion aligned with writing text.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> 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.
- Empowers educators to work effectively with parents and community partners.

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

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

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. 	<ul style="list-style-type: none"> • Elementary (grades 2-5) • High school (grades 9- 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening

- principals
- Other educational specialists

12)

- Science and Technology

Follow-up Activities

Evaluation Methods

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

Status: Complete

Strategy: Interactive Whiteboard

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

Activity: Interactive Whiteboard Professional Development

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

Person Responsible

Timeline for Implementation

Resources

Hopson, Brian

Start: 8/1/2010

\$1,200.00

Finish: 8/1/2010

Professional Development Activity Information

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

2.50	1	25
------	---	----

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

Promethean Inc	<ul style="list-style-type: none">Company	Approved
----------------	---	----------

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

Build capacity in the use of interactive technology	Research indicates that increase use of interactive technologies positively impacts student performance	<i>For classroom teachers, school counselors and education specialists:</i>
---	---	---

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

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

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are

aligned to each other as well as to Pennsylvania's academic standards.

- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

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

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

Status: Not Started — Overdue

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

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

Person Responsible Timeline for Implementation Resources

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

Status: Not Started — Overdue

Strategy: Technology Teaching Collaborations

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

Activity: Computer Literacy Collaboration

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

Person Responsible Timeline for Implementation Resources

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

Status: In Progress — Upcoming

Activity: Computer Numeracy Collaboration

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

Person Responsible Timeline for Implementation Resources

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

Status: In Progress — Upcoming

Strategy: Web Based Assessment and Instruction

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

Activity: Acquisition and Maintenance of Study Island Assessment System

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

Person Responsible Timeline for Implementation Resources

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

Status: In Progress — Upcoming

Activity: Grade-Quick On-Line

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

Person Responsible Timeline for Implementation Resources

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

Status: Not Started — Overdue

Activity: Study Island Professional Development

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

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

Professional Development Activity Information

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

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

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

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

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

Educator Groups Which Will Participate in this Activity

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

Follow-up Activities

Evaluation Methods

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

Status: Complete

Activity: Textbook Publishers Tech Training

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

Person Responsible Timeline for Implementation Resources

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

Status: Complete

Activity: Web Based Instruction Aligned with Curricular Materials

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

Person Responsible Timeline for Implementation Resources

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

Status: Not Started — Overdue

Goal: Test Preparation

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

Strategy: Monthly Professional Development Half Days

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

Activity: Interpreting the Data

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

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

Imani, Ayesha	Start: 3/15/2010 Finish: 8/1/2013	-
---------------	--------------------------------------	---

Professional Development Activity Information

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

3.00	2	40
------	---	----

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

Sankofa Freedom Academy Charter School	• School Entity	Approved
--	-----------------	----------

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

Participants will be empowered to interpret student performance standardized test data and create action plans for improving student performance in these measures.	Research supports the use of data to drive instruction as an effective tool in improving student performance on standardized measures and in designing differentiated instruction.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> 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.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

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

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

- administrator and/or peers
 - Analysis of student work, with administrator and/or peers
 - Creating lessons to meet varied student learning styles
 - Peer-to-peer lesson discussions
 - Lesson modeling with mentoring
 - Journaling and reflecting
- PSSA
 - Classroom student assessment data
 - Participant survey
 - Review of participant lesson plans
 - Review of written reports summarizing instructional activity

Status: In Progress — Upcoming

Strategy: Summer Institute Intensive

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

Activity: Interpreting the Data

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

Person Responsible	Timeline for Implementation	Resources
Imani, Ayesha	Start: 3/15/2010 Finish: 8/1/2013	-

Professional Development Activity Information

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

3.00

2

40

Organization or Institution Name

Type of Provider

Provider's Department of Education Approval Status

Sankofa Freedom Academy
Charter School

- School Entity

Approved

Knowledge and Skills

Research and Best Practices

Designed to Accomplish

Participants will be empowered to interpret student performance standardized test data and create action plans for improving student performance in these measures.

Research supports the use of data to drive instruction as an effective tool in improving student performance on standardized measures and in designing differentiated instruction.

For classroom teachers, school counselors and education specialists:

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

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

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

standards.

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

Educator Groups Which Will Participate in this Activity

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

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

Status: In Progress — Upcoming

Statement of Quality Assurance

Charter school has met AYP.

Statement of Quality Assurance - Attachment

- Statement of Quality Assurance

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

Rigorous Instructional Program

Sankofa Freedom Academy Charter School is dedicated to achieving academic and cultural excellence for all students and cultivating excellence in teaching among its entire staff. This desire for excellence is rooted in the ancient cosmology in which we ground our philosophy, and is symbolized by the principle of Djehuty. In order to forge our way toward excellence, Sankofa Freedom Academy Charter School has combined a variety of research based strategies, materials, and curricula and enhanced them to reflect its commitment to cultural responsiveness.

In keeping with its mission and vision, Sankofa Freedom Academy Charter School has adopted the School District's Core Curriculum and its corresponding literacy texts in order to insure that students at a minimum receive instruction comparable to that in the chartering school district and to provide continuity for our students, most of whom have come to us from the neighboring schools within the School District of Philadelphia. The School District of Philadelphia Core Curriculum is aligned to Pa state standards. However, in order to increase academic rigor for its students, Sankofa Freedom Academy Charter has enhanced the Philadelphia Core Curriculum to include more culturally synchronistic literature from the Philadelphia Freedom School Curriculum, added more required reading for all its students, and added more writing and grammar than is presently required in the Philadelphia Core Curriculum. Sankofa Freedom Academy became an Accelerated Reading School in 2010-2011 thus boosting its independent reading program.

The primary reading series utilized is the Harcourt Storytown series for Reading in grades k-5, and the Harcourt series for Math and Science. The middle school text is Prentice Hall Mathematics. The Literature series used in middle school is Holt Elements of Literature. In addition to the Elements of Literature program, Sankofa has an additional shared reading program that includes designated novels monthly at the middle and high school level. The high school text is Elements of Literature. In addition to the full range of Storytown and Elements materials, our 3rd - 6 and 9-11 grades utilized the Highly Effective Writing. Last year Sankofa added Write Source writing series to its curriculum support materials. This, we believe, led to the 95% proficiency rate we received in writing for our 11th grade students. Our social studies curriculum was developed from a range of sources all of which were guided by the PA standards and assessment anchors presented in the Philadelphia Core Curriculum. The Social Studies k-2 curriculum was developed in house and was adapted from the Philadelphia Freedom Schools summer curriculum from years 2006-2009. The 3rd - 5th grade Social Studies curriculum materials included modules on Philadelphia from the School District of Philadelphia, History Alive, and for 4th grade, Pennsylvania our Home.

The science curriculum in the lower school combines text and hand-on labs through the use of the Harcourt kits, textbooks, and workbooks. The Scope and Sequence for science was developed by a Science Specialist from our founding coalition who aligned the course of study with the PSSA science assessment anchors. This was done to enable our scholars to cycle through the major science categories each year. Sankofa Freedom Academy is especially proud of winning numerous prizes for science in the Kids Grow Expo sponsored by the Philadelphia Horticultural Society and the Carver Science Fair.

In the 9th, 10, and 11th grade, the literacy program was anchored in Holt Elements of Literature, Saddler's Vocabulary Workshop, Write Source Writing Program and the PSSA Coach materials. In addition to the text and readers from the Holt anthology, 9th grade scholars utilized *Boracuas, an Anthology of Puerto Rican Literature*, and completed the following novels: *47* by Moseley, *House on Mango Street* by Sisceros, *How the Garcia Girls Lost Their Accent* by Alvarez, *Catcher in the Rye* by Salinger, the *Bluest Eye* by Morrison, *Taming of the Shrew* and *Romeo and Juliet* by Shakespeare, *The Outsiders* by Hinton and *Black Boy* by Richard Wright. Our 10th grade scholars tackled American Literature the third course of Elements of Literature. To understand the Pre-enslavement culture of Africans in America the year started with a rendering of *Things Fall Apart* by Achebe. To contextualize our educational pursuits in historic excellence scholars read, *The Education of Black People* by WEB DuBois. In addition, our 10th grade scholars read, *The Rains* by Dr. Sulayman Clark, *When and Where We Enter* by Giddings, *Audacity of Hope* by Obama, *Of Mice and Men* by Steinbeck, *To Kill A Mockingbird* by Lee, *Great Gatsby* by Fitzgerald, *Lesson Before Dying* by Gaines, *Raisin in the Sun* by Hansberry, *Fences* by Wilson, *Street Car Named Desire* by Williams, *Death of A Salesman* by Miller, *Your Blues Ain't Like Mine* by Campbell, *Their Eyes Were Watching God* by Hurston, *Souls of Black Folks* by DuBois, *Know Thyself* by Akbar, *The Things They Carried* by O'Brian and finally Shakespeare's *Julius Caesar*. In 11th grade our young people tackled global issues through an English / Social Science class called Global Interdependence. The text for Global Independence included a book called *It's All Connected*. In addition *Rethinking Globalization* and *Rethinking Mathematics* were used. This class was linked to the international service projects participated in by our students. This class utilized Elements of Literature more as a supplement. In addition to Elements of Literature, scholars engaged the *Darker Nations* and *50 Essays* anthology. To prepare for their Jamaican service trip, scholars read *History of the Jamaican People* and the novel *Born Fi Dead*. This was also a year to explore world cultures and religions. Those included in the fiction and non fictional works were *Religions of the World* by Smith, *Hundred Years of Solitude* by Garcia, *Unbroken Agony* by Robinson, *Flatland* by Abbot, and Shakespeare's *Othello*.

Consistent with the School District of Philadelphia the ninth grade math program was driven by the Philadelphia Core utilizing the Holt Algebra 1 series and supplemental materials. The 10th grade scholars continued their study of algebra with Holt Algebra 2. The World History curriculum was also based on the Core Curriculum and utilized its corresponding textual materials. Consistent with the African tradition of strong oratory, Sankofa Freedom Academy cultivated literacy and social studies competencies through its Oratorical Exhibition and Competition.

Sankofa Freedom Academy Charter School approach to teaching and learning is informed by its Freedom School philosophy and its Africana pedagogical methodology. Thus instruction at Sankofa Freedom Academy is experiential, constructivist, intergenerational, purposeful, inquiry-based and social justice/service-learning oriented. To encourage inquiry based approaches, each year each grade has an overarching essential question of freedom. These essential questions of freedom are aligned with the PA social studies themes for each grade. Throughout the year, scholars and servant leaders wrestle with the essential questions through texts, music, art, community based research, and traditional research methods. Each grade has a culminating interdisciplinary project related to their essential question of freedom. These projects included a intergenerational healthy eating project done between the kindergarten scholars and their

daycare toddler mentee from a local day care center, a family traditions project done by the first grade collectives, a community fitness project involving 60 students from pre-school programs in Frankford done by our 2nd grade, a campaign to support the arts in school that culminated in a dance-a-thon with \$1500 raised to support the work of Freedom Theater as a local institution that combines the arts with working for justice in Philadelphia. This year the gardening project done by the 4th grade collective once again culminated in a farmers market and the lobbying of political officials to provide more fresh fruit and vegetables in the Frankford community based on a series of community surveys. The 5th grade scholars studied the rights afforded us by the constitution and took on the issue of education discrimination by joining the challenge of the Hershey School for refusing to admit a young black male who is HIV positive. The 5th grade freedom fighters wrote letters, staged protests, sent petitions and actually got a response from the Hershey School Board of Trustees. The 6th grade students were given a grant by PCCY to make an anti-bullying film that featured the principles of the Nguzo Saba. The ninth grade servant leaders studied Piaget and Gardner to assist them in their literacy coach responsibilities with the elementary students at Olney Elementary. The 10th grade students sponsored a Health Fair that was student led. The 11th grade students sponsored a Media Literacy Symposium that featured films made by the students, spoken word, visual arts, poetry, and workshops all led by students. The Media Literacy Symposium was attended by students from other schools as well as activists from the wider community. Finally, the Fashion Design class designed and made clothes for a positive and culturally celebratory fashion show. The music collective created positive life affirming CD's that were sold to raise money for the international service projects. The Class of 2013 completed three international service projects this year including a project done in the Amazon Rain Forest in Ecuador, a film project done in Jamaica West Indies, and a project that included water filtration work, latrines, home improvement, and literacy training with youth workers from the DR.

Rites of Passage focused on issues of health and wellness in the black and Latino community. There was a particular emphasis on sexually transmitted disease. The Sankofa Freedom High School collective, as a result of their studies on health issues in our communities participated in the AIS walk, the Alzheimer Memory Walk and the Walk Against Hunger.

Consistent with its experiential approach to teaching and learning, the scholars of the 10th grade class discovered deeper meaning in their unit on black abolitionist by taking an underground railroad freedom tour up to the Canadian / United States border at Niagara Falls. On their way to the Falls they stopped and had a special ceremony at the grave of Harriet Tubman, as they had when they visited the grave sites of Octavius Catto, William Still, and Frances E.W. Harber. The Harriet Tubman grave site ceremony was a highlight of the year along with the Juneteenth celebration in Buffalo New York and visiting the birthplace of the Niagara movement.

Instruction and assessment at Sankofa Freedom Academy reflect its belief in multiple intelligences and the importance of differentiated instruction so as to account for various intelligences, learning styles, and even personality typologies. Authentic forms of assessment used at Sankofa Freedom Academy include portfolio assessment, service learning from k — 12, internships, exhibitions, contest, and participation in conferences and community forums.

To facilitate school wide differentiated instruction a series of professional development sessions have been and will continue to be held done by Dr. Barbara Moore Williams. To facilitate the implementation of a range of differentiated techniques a 135 minute literacy block and a 90 minute numeracy has been established that allow for multi-grade family group instruction geared toward accommodating a myriad of learning styles, intelligences, skill levels and personality/leadership styles. Multi-level materials have been chosen to insure necessary resources. Community partners have been identified to insure that students have experiences outside of the walls of our school building and the parents and community members serve as partners in education within the confines of every class.

To provide additional support for the successful implementation of its differentiated instructional literacy program, the staff includes an instructional support specialists (ISS) at each grade level in the elementary years. Each ISS has either a bachelors or masters degree and is working toward teacher certification. The assignment of the ISS to each grade group enables each class to have 2 teachers in the class for at least half the day. To provide additional opportunities for tutorial assistance the school day is extended for teachers from 3:15 to 4:30 to allow for tutoring of students a minimum of twice weekly. We also implemented our Saturday School program in October, 2011 to work with our scholars who were at the basic and low proficient level. In addition a reading specialists was hired this year to work with our instructional support specialists to provide additional professional development for them. Numerous professional developments were conducted to build capacity in the use of a number of new programs including Math Facts in a Flash, Accelerated Reader, Accelerated Math, Corrective Reading, Corrective Math, and Reading Mastery.

To help address individual needs of scholars in the areas of reading and math, the Study Island instruction and assessment system has been purchased to provide us with data throughout the year that can guide instruction, facilitate greater differentiation and assist with preparation for the PSSA. In addition, this year we implemented the Star Literacy Assessment System as a part of instituting our Accelerated Reading program. We also instituted our Accelerated Math program. To provide greater clarity about student performance we used Fontiss and Pinnell for our k-2, DAR, and instituted Reading Mastery for grades k-2 and Corrective Reading (Decoding) for grade 3-6. Corrective Reading (Decoding and Comprehension) was implemented at the high school level along with Corrective Math. In addition 4 sight assessment benchmark system was implemented to give us greater predictive power in preparation for the PSSA. This was not as successful in its predictive power as we anticipated. We still, however, believe we benefited from having 4-sight and would like to use it with greater fidelity in the coming year.

Rigorous Instructional Program - Attachments

- Professional Development Plan Verification Email
- Teacher Induction Verification Email

English Language Learners

In compliance with Title 22, Chapter 4, Section 4.26 of the Curriculum Regulations of the Commonwealth of Pennsylvania, Sankofa Freedom Academy Charter School will provide a program for every student who is found to be Limited English Proficient or English Language Learners. Although presently we have only 7 students in the school that fit the ELL or LEP categories, Sankofa Freedom Academy Charter School is carrying out its responsible to identify, support, and service each of these English Language Learners through the implementation of a program based on sound educational and language learning theory, implemented with sufficient resources, staffed by appropriately prepared personnel, and is periodically evaluated. Thus the Sankofa Freedom Academy ELL program includes the following:

1. Identification Process:

- a. In order to identify ELL students, Sankofa Freedom Academy administers a HLS (Home language survey) annually to its student body to ascertain whether there are Sankofa Freedom Academy students from homes where a language other than English is spoken or whether the student speaks a language other than

English in order to determine PHLOTES (Primary home language other than English learners)

- b. As a part of the in-take process all admission applications include a question designed to identify families in which a language other than English is spoken.
- c. The results of this survey are entered into the permanent student folder.
- d. Sankofa Freedom Academy Charter School also checks its list with the data available from the School District of Philadelphia's Data base to insure that all ELL students have been identified.
- e. A list of PHLOTES students will be established, maintained, and made available to appropriate staff and reported to those state and local agencies that may be appropriate.

2. Proficiency Assessment

- a. If a review of the survey data reveals a student speaks a language in addition to English (i.e. a PHLOTES student), Sankofa Freedom Academy will administer an English language proficiency test.
- b. Sankofa Freedom Academy Charter School will begin ELL instruction within 30 days of the beginning of the school year or within 14 days of the admission date of the student. Instruction for the ELL or LEP student will be dependent on the levels as indicated by the assessment in the areas of listening, speaking, reading, and writing.

3. Program Components:

- a. In spite of its small numbers and its limited funding, SFA hired a part time certified ELL teacher and administrator who will be full time in school year 2010 — 2011. SFA provides the following :
 - i. Presently, we do not have a critical number of scholars who speak the same language. Nevertheless, in the event that a critical number of students are discovered with common proficiency levels in the same language, Sankofa Freedom Academy Charter School will establish a bilingual program. This is in keeping with the culturally responsive philosophy of the school which sees language as the foundation of culture. Sankofa Freedom Academy Charter School is committed to centering education within the culturally context of the student. This approach will empower the student to maintain fluency in the primary language while achieving proficiency in English.
 - ii. In that the PHLOTES come from a range of cultural and linguistic traditions, pull out and push in ESOL / ESL/ ELL services are provided that are designed to build proficiency in oral and written communication. These services are rendered so as to celebrate the language of the student while building proficiency in English.
 - iii. In keeping with commonwealth recommendations daily instructional time is provided using the following guidelines:

- a. Non- English speakers — 2 to 3 hours daily
- b. ESOL beginners — 2 hours daily
- c. Intermediate — 1 to 1 and half hours daily
- d. Advanced — 1 hour or less daily.

iv. Push in ELL / ESL/ESOL services are provided for students who are deemed to be at the intermediate or advanced levels of proficiency, in keeping with recommendations of the commonwealth.

v. To insure that ELL and LEP scholars have success across content areas, Sankofa Freedom Academy monitors the progress of scholars across the content areas and support teachers in making accommodations for the necessary students.

vi. In keeping with its culturally responsive philosophy and in order to establish a culturally and linguistic rich environment, all Sankofa Freedom Academy classes will infuse common terms and terminology in the languages spoken in the school community. Items in classes will be labeled in languages represented in the community so as to enrich the entire community.

vii. To insure that ELL / LEP students are linked to community based organizations that provide extracurricular activities and offer appropriate supports, Sankofa Freedom Academy charter school will establish relationships with community and faith based organizations that serve ELL / LEP families.

Proficiency Monitoring and Assessment:

1. In order to determine when a student is ready to move from one proficiency level to another or from an ESL class program to a transitional bilingual education program, multiple measures will be utilized in order to provide information on the student's capacity in listening, speaking, reading and writing with proficiency.
2. Exiting students will be given the Annual State English Language Proficiency Assessment for all students receiving LEP / ELL / ESOL services.
3. ELL / LEP students will not be exempt from taking the PSSA but will be provided state accommodations as provided in state statute.

Communication with Parents — Sankofa Freedom Academy Charter School acknowledges its responsibility to provide parents with information about assessment, academic achievement, school codes and policies in the native language of the parent or in their preferred mode of communication. To do this, Sankofa Freedom Academy will establish a list of bilingual advocates in multiple languages in order to insure that its families are served appropriately.

Staffing — To address the needs of our ELL scholars for whom Spanish is the primary language, a bilingual administrative assistant has been hired to provide translation services for Spanish speaking families. As indicated before, an ELL consultant was hired to test students who were identified through the Home Survey. Additionally, another consult was hired for 20 hours weekly to begin servicing our ELL population. This consultant is a certified ELL teacher and has been hired as a full time employee for school year 2010-2011. Our ELL teacher will collaborate with the classroom teachers. community volunteers.

Professional Development — As is evident in the SFA Professional Development Plan, the Sankofa Freedom Academy Charter School staff will continue to engage in professional development in school year 2011-2012 in order to build capacity among staff in creating ELL friendly environments, infusing culture and language into the culturally responsive classroom, and in strategies that will empower faculty in providing support for the academic and socialization achievement of ELL / LEP students.

English Language Learners - Attachment

- LEP Accuracy Certification Statement 2012

Graduation Requirements

Graduation Requirements

4	English credits: English 1, 2, 3 and 4
3	Mathematics credits: Algebra 1, Geometry and Algebra 2
3	Science credits: General Physical Science, Biology and Chemistry
4	Social Studies credits: World History, African History, American History and Social Science/Civic
2	World Language credits: Language 1 and 2
2	Arts and Humanities credits
1.5	Physical and Health Education credits
1	additional credit, which must be a fourth credit in Mathematics, Science, AP, honors or IB in any content area, or a college level course in any content area
4	Servant Leadership / Rites of Passage Credits
2	additional elective
<hr/>	
26.5	credits

In addition a Sankofa Freedom Academy must complete:

- Completion of Junior/Senior Service Project which includes an internship and exhibition
- Mandatory sports requirement — Freshman — Junior year.
- 2 Mandatory summer internship/off-site learning experiences (.5 credit will be awarded)

Special Education

Special Education

Sankofa Freedom Academy Charter School is committed to providing its special education students with a free and appropriate public education in the least restricted environment possible. From its inception, Sankofa Freedom Academy has articulated its commitment to maximizing its use of inclusion strategies to insure that the Sankofa Freedom Academy community fully benefits from the gifts of its special needs students and students with special needs benefit from the many resources within the community. This philosophy shapes the design of the Sankofa Freedom Academy special education experience.

School year 2011-2012 started with over 30 special education students and a special education team consisted of 4 full time certified teacher one of whom served as the special education coordinator. By the end of the year, we had over 60 special education students, all of whom were being serviced by our team at Sankofa Freedom Academy. During school year 2011-2012, we established a special education class with a full time teacher and assistant to provide

services for scholars who needed more extensive supports than can be offered during resource and the push-in, co-teach model. These students were still included in at least one class during the school day as well as all school wide activities. With the growth of our population, we intend to expand now special education team to 5 fully certified teachers, and a variety of special education consultants.

Of our special education students (28%) are students who receive speech and language services, all others are learning support students who receive both pull out and push in resource room services.

During school year 2011-2012, we made changes in our program that improved service delivery to our families. We made changes in our psychological services which enable us to provide timely evaluations to every PTE filed this year. We have engaged a therapist group, Germantown Psychological Associates to provide counseling services for our students whose IEP's call for it and have expanded the number of days serviced by GPA.

In school year, 2011 - 2012, Sankofa Freedom Academy will expand its special education program to include a class to service students with IEP's that call for part time and life skill services. The structure of the program will continue to be a combination of push-in, pull-out, resource room, and a self contained class.

In school year 2010-2011, our special education team upgraded our progress monitoring forms to include more detailed information on the performance of our special needs scholars. In addition, we have developed appropriate documentation of the full range of transition services being offered to our high school scholars. Teachers also completed weekly progress reports that were given to parents. This past year, we met more consistently with our special education parents and at the end of the year appointed a special education parent liaison.

All special education children participate in the range of programs and electives available to Sankofa Freedom Academy students including, art, language, computer technology, movement, fashion design, and Rites of Passage. In fact, one of the highlights of the year was the inclusion of one of the special education students on the winning team of the Black History Bowl. We were gratified that this year one of our special needs students was inducted into the National Honor Society. Five out of our 12 special education juniors did International Service media Project in Jamaica, West Indies. We are especially excited that 10 of the 12 special education scored proficient in writing in the PSSA

Clearly, Sankofa Freedom Academy Charter School understands that one of the keys to successfully serving students with special needs and their families is on-going staff development. Sankofa Freedom Academy 's staff development includes monthly "special moments" so that staff and administration is kept abreast of special education policies and procedures. In addition, staff development includes sessions related to inclusive practices, the development of accommodations and modifications, and other differentiated instructional techniques.

At present, we continue to grow our special education department. We presently are looking for a special education coordinator. Until this process is complete, our CEO Dr. Ayesha Imani will serve as our Special Education Contact Person. Attached, please find our Special Education Manual. No revisions were made in 2011-2012.

Special Education - Attachment

- Revised Sankofa Freedom Academy Special Education Policy Handbook

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Tracy Sanvil Joslyn	1.00	Learning Support	Sankofa Freedom Academy Charter School	23	Learning support is given for SLD, autistic, ES, and other disabilities. Also served as Coordinator
Charles Graham	1.00	Learning Support	Sankofa Freedom Academy	17	Learning Support, Resource Room
Karisa Martin	1.00	REsource Room and Partial Support	Sankofa Freedom Academy	23	ES Support, Partial Inclusion, Resource Room

Special Education Program Profile - Chart II

Organization FTE Type of class or support Location # of Students Other Information

none	0	none	none	0	none
------	---	------	------	---	------

Special Education Program Profile - Chart III

Title	Location	FTE
School Psychologist	Sankofa Freedom Academy	1.00
Speech Pathologist	Sankofa Freedom Academy	1.00
Instructional Assistant	Sankofa Freedom Academy	1.00
Instructional Specialists	Sankofa Freedom Academy	1.00
Occupational Therpists	Sankofa Freedom Academy	1.00

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual Title/Service Amount of Time Per Week

Germantown Psychological Associates	Counseling	varies (12 hours)
-------------------------------------	------------	-------------------

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification K 1 2 3 4 5

PSSA	No	No	No	Yes	Yes	Yes
------	----	----	----	-----	-----	-----

Student Assessment - Secondary

Test/Classification 6 7 8 9 10 11 12

PSSA	Yes	No	No	No	No	Yes	No
------	-----	----	----	----	----	-----	----

Student Assessment

Attached please find a chart which includes last year's PSSA preliminary data, this years preliminary data as well as benchmark data from 4-sight and Star Literacy data. This data indicates that our students are making gains in literacy and numeracy. School based assessments show our scholars making strides in science, social studies, writing and oratory.

In terms of student performance, we are gratified to have been recognized as Making Adequate Yearly Progress in School Improvement 1. In addition, we are definitely proud of accomplishing 95% proficiency in writing for our 11th grade scholars. Furthermore, we were excited to have 70% of our 3rd grade students proficient in Math. We are also guardedly encouraged by improvement in our school wide math percentage from 46.7% proficient to 54% proficiency. We were especially proud to see improvement in our special education population. Although we did not show as much improvement in our proficiency rate in literacy as we expected, we were gratified have improved in each grade group with the exception of 5th grade

The preliminary results from the PSSA results indicate we have much to do to improve student performance in standardized measures as well as additional work to do to figure out how to best predict what that performance might be. Based on our preliminary results our literacy proficiency level only improved slightly (we only showed a 2% increase). This was especially disappointing because our 4-sight benchmark predictive level pre- PSSA showed 60% proficiency. In fact in literacy multiple indicators showed steady and robust improvement. Regardless of our belief that our children's scores may not be the best indicator of their progress, we are clear that we must continue to work hard and more effectively to improve our scholars performance in reading. Thus, we must roll up our sleeves in 2012-2013 and intensify our efforts to move student scores.

We should celebrate our math performance in that the PSSA data showed an increase in our proficiency rate from approximately 47.6% % to 54.1%. These scores were not however consistent with our benchmark data which showed a pre PSSA predictive proficiency rate of 24.8% and a post PSSA proficiency rate of 41.8 %.

Especially troubling was the performance of our 5th grade scholars in literacy. We know that often there is a dip in the 5th grade scores, but nothing really prepared us for the 5th grade crash. This

was especially true since our 4 sight scores showed over 40% proficiency and according to our Star Literacy growth index, that particular class on the average showed a full years worth of progress.

While we understand the importance of our PSSA and benchmark scores, in keeping with our mission and vision, we embrace multiple forms of assessment as indication of institutional success and student achievement. We continue to train our student in the art of oratory and sponsor an oratorical contest. Our elementary students and our high school students were winners in the Carver Science Fair and the Kids Gro-Expo. We were once more victorious in taking first place in the City-wide Reading Olympics. Our high school students took first place in a Regional Black History competition beating out schools such as Mastermen High and Middle School, Mastery Charter, and schools from throughout the Delaware Valley.

In addition, we are excited about the many service learning projects that our scholars completed this year. Our kindergarten students mentored pre-school students, served as their reading buddies, created educational materials for them and partnered with them to create an Alphabet Quilt. The first grade sponsored a family peace night where they used skits and prepared written materials to encourage parents and other family members to teach tolerance for diversity in the homes. Our second grade students waged a fitness campaign and put together a fitness fair for 60 children from neighboring day care centers. The third grade students launched a challenge to the cuts in funding for the arts. Their essential question of freedom focused on the Philadelphia freedom story. They identified an institution in the community that combined social activism and the arts. They sponsored a dance-a-thon and danced their way into over \$1500 which they donated to Freedom Theater. Their essential question of freedom focused on the role of the arts in Philadelphia's history to Our 4th grade class has helped to transform a lot across from our school to an Urban Garden which has provided produce for a farmers market which they sponsored. This project grew out of community based research which included surveying neighbors and business partners. In addition, the 4th grade students have reached out to local political officials to advocate for the transformation of other lots for urban gardens. The 5th grade crusaded against education discrimination and took on the Hershey School for refusing to admit a young man who is HIV positive. This was an amazing project where students researched HIV, used social media to dialogue with students at the Hershey School, took to the streets to have petitions signed and ultimate received a response to the letters that they wrote to the Hershey Board of Trustees. The 6th grade was the recipient of a grant from PCCY to make an anti-bullying film based on the principles of the Nguzo Saba. The 10th grade sponsored a health fair in keeping with their essential question of freedom. The 11th grade sponsored a city wide student lead Media Literacy Symposium, which included the visual arts, performing arts, and previewed films made by the 11th grade students, who took up the theme Oppression and Liberation.

In terms of local standardized assessments, this year, Sankofa Freedom Academy implemented both Star Literacy and Fontiss and Pinnel assessment systems for literacy. To provide additional supports for our below basic students, we will continue to utilize Reading Mastery and Corrective Reading and Math as interventions. We will also continue to provide after school tutoring. For students who are at basic, we will provide Saturday classes starting in October. We have put in place an assessment system which test for the anchors covered every six weeks as well as continuing the use of 4-sight on a quarterly bases. In literacy, to provide additional supports for our proficient and advanced students, we have an incentive program through Accelerated Reader as well as a Reading Olympics Team, for which we took first place city wide in 2011. In addition, we have instructional support specialists to assist students who are making slow progress and this year hope to enlist the assistance of college interns to provide additional tutoring. From a professional development perspective, we are increasing the number of professional development hours to provide for additional support for staff in the areas of instructional strategies for reading; differentiated instruction, and test taking strategies.

Student Assessment - Attachments

- PSSA Preliminary data 2012 compared to local data
- Statement on Local Testing

Teacher Evaluation

Sankofa Freedom Academy Charter School Teacher Evaluation Plan

In keeping with the Freedom School African Centered educational approach of the Sankofa Freedom Academy School, teacher evaluation is a part of a larger system of communal accountability which requires everyone be reflective members of the community and engage in self, collegial, and institutional assessment. At Sankofa Freedom Academy the voice of each member of the community is valued and everyone participates in describing the efficacy of the whole. Thus, the teacher evaluation plan at Sankofa Freedom Academy consists of the following components:

1. Self Assessment and Reflection Throughout
2. Collegial Assessment / Critical Friendship
3. Teacher Portfolio and Journaling
4. Teacher Observation: Formal, Informal, Internal, and External
5. Analysis of Student Performance Data
6. Teacher Professional Performance Data
7. Qualitative Data Collection from Parents, Students, and Team Members
8. Outside evaluation by certified principal
9. Final Conference using state evaluation instrument and supporting data

Self — Assessment and Reflection

Throughout the year, teachers will be encouraged to reflect on their practice through a variety of methods. Teachers are encouraged to journal about their experiences. As a part of the daily lesson plan, teachers are asked to reflect on the effectiveness of their instruction. Teachers are asked to reflect in staff development sessions particularly at the beginning of the year, during the mid-year retreat, and at the end of the year. A sample reflection tool is attached. Upon being formally and informally observed, teachers are asked to use the instrument to evaluate their own performance and are expected to participate actively in the observation conference, which follows both informal and formal observations.

Collegial Assessment / Critical Friends — Teachers are asked to identify critical friends. Critical friends are given opportunities to observe one another using the observation rubric. Critical friends then meet and are expected to provide helpful feedback.

Teacher Observations:

1. Informal observations are conducted by peers and by Sankofa Freedom Academy's Lead Teacher, who serves as the Lead Academic Coach for Sankofa Freedom Academy.
2. The CEO observes using the attached teacher observation rubric and conducts a follow up conference. Present at this conference is the Sankofa Freedom Academy Lead Teacher, the teacher, and the CEO. The teacher may invite a critical friend, team leader or anyone else that he or she may find helpful.
3. Teacher observations are then conducted by an external educational consultant and member of our advisory council, M. Sabriya Dempsey is credentialed with a k-12 principal's certificate.

Preparation to Participate in Evaluation

Preparations for community members to participate in peer, and institutional assessment lie in the on-going development of all members of the Sankofa Freedom Academy family in the mission, vision, and philosophy of the school, as well as in the policies, procedures, and statutes that guide the delivery of free and appropriate education for all students. As is indicated in the Professional

Development plan there is on going professional development in the areas of special education, technology for instructional use, ELL, Service Learning, Differentiated Instruction, and other areas critical to the mission and vision of the institution.

Teacher Evaluation - Attachment

- SFACS Teacher Observation Rubric

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

During this our third year our founding Board of Trustees has transitioned to the managing Board of Trustees. While we still maintain most of our founding members, our Board of trustees continues to grow as we seek to plant even deeper roots in the Frankford community. Most significantly, our founding President, Stacy Holland, was promoted from Co-President of her organization to the sole President of Philadelphia Youth Network, a multi-million dollar non-profit that actually employs thousands of youth and adults throughout the city. Out of her deep love and devotion to Sankofa Freedom Academy, Ms. Holland saw us through renewal and then tendered her resignation after our site visit in January. The Board elected Steve Blackburn as acting President and decided not to fill the Vice-Presidency that was being vacated by his assuming the Presidency. The Board expressed its appreciation for the leadership of Stacy Holland by awarding her this year's Power of Nommo Award for using her voice to advocate for the children of Philadelphia through her work for PYN and her leadership of Sankofa Freedom Academy Charter School.

Another founding Board Member, Diane Holliday, retired from the School District, stepped down from our Board of Trustees in order to give us a hand with the high school as an instructional coach. Next year, Ms. Holliday will contract with us to assist with the coordination of upper

school. Ms. Holliday had served as secretary of the Board. To replace her, the Board elected Oshunbunmi Samuels, who is coordinator of Philadelphia Freedom Schools program which is housed in Communities in School of Philadelphia, Inc. Based on the recommendation of our founding President Stacy Holland, the Board voted to add Jennifer Powell-Folks to the Board of Trustees. Ms. Powell-Folks has worked for non-profits in the Frankford community for over a decade and is the founder of the Frankford Neighborhood Coalition. In addition, to Ms. Powell-Folks, our Board has added Rev. Glenn Shepherd, pastor of the historic Campbell AME Church in Frankford. When our two teacher representatives and two student representatives are added, this brings our Board of Trustees up from the original five members to an 11 member Board as of June 30, 2012. As a post script, in July one of our members from CISP, Tanya Mack resigned based on her increased workload and staff changes within her organization. She is still listed on our Board of Trustees list for school year 2011-2012 because her resignation was not accepted until our July, 2012 meeting.

Board of Trustees

Name of Trustee	Office (if any)
Steve Blackburn	Chairperson
Phil Lord	Treasurer/Legal Advisor
Toni Winston	Teacher Representative
Renee Butler	Teacher Representative
Nadine McNeil	Parent Representative
Oshunbunmi Samuels	Secretary
Jennifer Powell-Folks	Member
Najla RossGreen	Student Member
Najah Ross Green	Student Member
Rev. Glenn Shepherd	Member

Professional Development (Governance)

The Sankofa Freedom Academy Board of Trustees participates in on-going development opportunities. During the Sankofa Freedom Academy retreat Board members participated in sessions designed to position them for their role as governors in collaboration with founding administration

The Board legal counsel is a member of the Sankofa Freedom Academy Board of Trustees and its treasurer. In addition to his other duties he is charged with insuring that all new board

members are made clear concerning their responsibilities particularly as they relate the Pennsylvania Sunshine Act and the Right To Know Law.

In keeping with the Sunshine Law and the spirit of communal accountability which is a foundational tenet of the African Centered value system which guides Sankofa Freedom Academy Charter School, Sankofa Freedom Academy has committed itself to the consistent enforcement of the Pa. Sunshine Act. Sankofa Freedom Academy acknowledges "the right of the public to be present at all meetings of agencies and to witness the deliberation, policy formulation and decision making of agencies. To insure the parents and other stakeholders are aware of Board meetings, Sankofa Freedom Academy Charter School advertises each Board meeting in the local newspapers. In addition, parents are notified of board meetings through written notices that are sent home. Notice of Board Meetings is posted in public places, including the front lobby. Notification of Board Meetings is included in the yearly calendar that is given to parents at the opening parent orientation for the year, appears in the monthly newsletters, is posted on our website and has been published in the Philadelphia Tribune.

The Sankofa Freedom Academy board scheduled monthly meetings during the course of the year. Ad Hoc meetings are called when needed but are advertised in keeping with the Sunshine Act. In the upcoming year, there are monthly meetings planned as indicated by the attached schedule of Sankofa Board of Trustee Meetings for 2012 - 2013. These meeting will be advertised in the Northeast Times, the Philadelphia Tribune, the Sankofa Bird newsletter, and will be posted on our website.

Sankofa Freedom Academy legal counsel conducts sessions upon request to insure familiarity of each board member with Public Law 390, which requires all public records be made available to the public except those prohibited by law. Sankofa Freedom Academy Charter School board of trustees are aware of their responsibility pursuant to the Federal Education Rights and Privacy Act to not disclose any information from a student's permanent record except as authorized or in response to a subpoena as required by law. This notwithstanding, Sankofa Freedom Academy acknowledges the rights of parents or guardians of a student under the age of 18 years of age, or a student 18 years or older is entitled to access to the student's school records by submitting a written request to the CEO.

In addition to the aforementioned statures, Sankofa Freedom Academy Board met in December, 2011 and included:

- Team Building
- Sankofa Freedom Academy Policy and Procedures
- Legal Responsibility
- Sankofa Freedom Academy Grievance Procedures
- Special Education Institutional Responsibilities
- Board Responsibility
- Board Liability
- Confidentiality
- Understanding the Budget
- Ethics and Educational Leadership

Finally, Sankofa Freedom Academy Board has purchased a manual entitled The Charter School Board University: An Introduction to Effective Charter School Governance by Brian Carpenter published by the National Charter School Institute. This manual will continue to be utilized in the upcoming Board retreat and will be discussed as a part of the monthly Board meetings during 2012-2013 for the new Board Members that have now joined our collective.

Coordination of the Governance and Management of the School

Board and Management Coordination

Sankofa Freedom Academy School has established a strong working relationship with administration, staff, parents, and community partners. The Board President maintains a presence in the school, serves as the liaison between Sankofa and our partner Carson Valley Children's Aid. This partnership allows us to run our after school program and summer Freedom School program.

Sankofa Freedom Academy Charter School is also privileged to have as its Secretary, Oshunbunmi Samuels, who is the Coordinator of Philadelphia Freedom Schools. In that capacity he works closely with the School District of Philadelphia to assist high schools in developing youth leadership programs, while providing after school and summer programming for elementary children city-wide. Mr. Samuels provides positive links to School District and Communities In Schools of Philadelphia.

We are especially proud to have teacher representatives, student, and parent representatives to our Board. This is consistent with our belief in intergenerational community and assures that we stay rooted and accountable and are guided by the key "stakeholders" in our work.

In addition, Sankofa Freedom Academy Charter School prides itself in having a "working" board of trustees, in which partners work with staff in addressing educational concerns within the institution. Board representatives collaborate with subcommittees that relate to Special Education, Staff Development, Teacher Induction, Grant Writing and Fundraising. Board representatives are almost always present at programs, celebrations, and forums organized by the school. One hundred percent of the Board made financial contributions to the school. These various interactions insure that communications readily and easily flow between the board and the present management team of Sankofa Freedom Academy Charter School.

As indicated before, the Sankofa Freedom Academy's Board of Trustees and administrative team enjoy productive and harmonious relationship with leaders within the chartering district. In addition, Sankofa Freedom Academy participates in meetings and trainings held by the School District of Philadelphia's Office of Charter Schools. The Sankofa Freedom Academy Charter School administration and its delegates participate in monthly special education meetings organized by the School District's Office of Specialized Services. The CEO of Sankofa Freedom Academy has led staff developments and participated in committees established by the School District of Philadelphia and seeks even more opportunities to work in conjunction with the chartering district. In general, Sankofa Freedom Academy Charter School is proud to say that it has forged a solid partnership internally as board, staff, parents, and students move forward with singularity of purpose. Sankofa Freedom Academy is also proud of the strong collaborative relationship that exists between the board and staff of Sankofa Freedom Academy and the staff of the School District of Philadelphia Central Administration, especially the staff of the Charter School Office.

Coordination of the Governance and Management of the School - Attachment

- Board Meetings for 2012-2013

Community and Parent Engagement

From its inception, Sankofa Freedom Academy Charter School has consisted of a coalition of students, community members, parents, school based educators, and community based

educators. This partnership has continued as Sankofa Freedom Academy has grown into an institution. Guided by Sankofa Freedom Academy mission and vision, Sankofa's Board of Governance consist of community, parent and student representation.

In addition, Board, parent, and community members work together on planning subcommittees, the Sankofa Gardening Project, the Sankofa/ CVCA After School program and the Sankofa/CVCA Freedom School. Side by side board members, parents, scholars and community members work together on a variety of school based and community programs.

The Board of Sankofa Freedom Academy continues to extend opportunities for parents to volunteer in the school and be a part of subcommittees within the school. This year there was not one single day that one or more parents were not in Sankofa Freedom Academy School serving as volunteers working side by side with staff, conferring and interacting directly with Board Members.

Sankofa Freedom Academy boast of an independent Parent's Organization that emerged from the energy and enthusiasm of parents to be involved in the life of the school. This group of committed parents assisted us in the office, numerous fundraising efforts, and in labeling the books for our AR program.

As is indicated in the organizational resources chart, Sankofa Freedom Academy also has partnered with a variety of community organizations which bring life, energy, wisdom and various skill sets into the Sankofa Freedom Academy community. These are just a few of the ways the leadership of Sankofa Freedom Academy participates with parents in "villaging" for the success of our students.

Major partnerships exists with the following organizations:

Philadelphia Freedom Schools (Communities In Schools of Philadelphia)

Our partnership with Philadelphia Freedom Schools has provided our scholars and servant leadership training opportunities and participation in Junior Servant Leadership Summer Project. Members of Communities and Schools have also provided consultation for subcommittees on curriculum, professional development, and facilities. Presently a member of the administration of Communities in Schools serves on our Board of Trustees.

Philadelphia Youth Network: Our partnership with Philadelphia Youth Network provides assistance with placing our high school servant leaders in summer positions that provide work ready experience with a service and academic component.

Temple Urban Education Department: Temple Urban Education department sponsors a full day at Temple for our Scholars which enables our 9th grade servant leaders to attend classes. Students from the Urban Education department volunteer throughout the year in working with our high school students on a range of projects and activities.

Carson Valley Children's Aid: CVCA partner with Sankofa Freedom Academy to provide services in the behavioral health.

Frankford Neighborhood Center: FNC in collaboration with CVCA sponsors our Afterschool program and our Freedom Summer School.

Frankford Horticultural Society: FHS is presently working with Sankofa Freedom Academy on a Gardening Project.

Neighbors United American Members Veterans and Warriors of the Historical and Patriotic Society of African Americans in the Northeast:

Sankofa board and administration has partnered with this community based historical society to promote the legacy of Blacks in Frankford in the Northeast.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

1. Sankofa received a \$2500 grant from PCCY to infuse more arts into the life of the school.
2. Sankofa also raised funds for its International Service project. Activities included solicitation from our community partners as well as through a variety of activities such as the Sankofa's Got Talent Night. This netted approximately \$8000
3. This year SFACS received donations from two sources for technology. This included 30 desktop computers from Temple University, 55 desktop and 15 laptop computers from LRP Publications Incorporated.
4. Recently, we were just informed that we have received a 21st century grant for \$120,000 for the next three years to do after school programming for our Middle School in partnership with Carson Valley Children's Aid.

In school year 2012-2013 we will work to raise more funds for technology and the Sankofa Freedom Academy international service project.

Fiscal Solvency Policies

The Administration of Sankofa Freedom Academy Charter School maintains fiscal solvency due to a strict adherence to conservative budgeting. In its first three years of operation, Sankofa implemented fiscal spending policies that achieved the maximum efficiency. Investments were made in technology, leasehold improvements, furniture and equipment. Sankofa ended the school term with a surplus of approximately \$100,000 and more than \$350,000 in accounts receivable and less than \$15,000 in accounts payable. The current Fund Balance for the school is approximately \$900,000. This substantial Fund Balance is maintained to allow Sankofa to acquire a facility during this 5-year charter cycle.

Accounting System

Sankofa's accounting system is maintained by a Certified Public Accountant on QuickBooks Enterprise Solutions - Accountant Edition 2012. The Pennsylvania State Chart of Accounts is the basis for the number and classification of the general ledger. The budgeting, accounting and reporting systems prepared by Sankofa comply with all of the representations and disclosures required by Generally Accepted Accounting Principles (GAAP).

Preliminary Statements of Revenues, Expenditures & Fund Balances

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

- Preliminary Statement of Revenue, Expenditures & Fund Balances June, 2012

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

Sankofa's Board of Trustees selected J. Miller & Associates as its audit firm. This selection was based on the review of proposals that were submitted by four audit firms in response to a Request for Proposal initiated by Sankofa. The independent audit report for the year ended June 30, 2011 was completed on December 30, 2011. See the attached report.

Sankofa has scheduled fieldwork to begin in October 2012 for the fiscal year ended June 30, 2012, and the final audit report will be completed before December 2012.

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

- Sankofa Audit Report 2011

Citations and follow-up actions for any State Audit Report

During the 2011-2012 school term, Sankofa Freedom Academy Charter School was not audited by the State.

SECTION VII. FACILITY RESPONSIBILITIES

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

Throughout its third year of operation, Sankofa continues to expand at the rate of 100 students per year. Sankofa made investments in furniture and equipment to create an environment conducive to learning. The building was equipped with new classroom and office furniture. The investment was as follows:

Furniture/equipment - \$49,215

Future Facility Plans and Other Capital Needs

Sankofa will add 100 more students this upcoming school year. To accommodate the increase we will expand our use of the Sankofa Freedom Academy Annex to include 6 more additional rooms. We are presently negotiating for an additional site in the Frankford neighborhood that will allow us our staff and students to be within three city blocks of one another. In addition, this will also position us to be totally in the community for which we have been chartered to serve.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

The health and welfare of our scholars, servant leaders, and staff are of paramount importance to the Board and administration of Sankofa Freedom Academy. Therefore, we have established the position of Health and Wellness Coordinator. The health and wellness coordinator works in collaboration with the School Nurse and the Director of Operations to insure the safety and well being of all members of the community. To this end, regular fire drills have been established throughout the year, along with seminars and workshops on a variety of relevant topics. These workshops include nutrition, healthy eating, fire safety, hand washing and sanitation.

As Sankofa Freedom Academy begins its fourth year, it is with a commitment to implementing its Safety Plan with even greater fidelity with special attention given to infusing health and safety requirements across all grade levels. Consistent with our commitment to being vigilant, Sankofa Freedom Academy updated its Safety Plan for 2010-2011. As the plan indicates, we have established protocols for Fire Drills, Safety Evacuations, and responses to a range of emergencies. During the course of this our third year, we improved our consistency with monthly fire drills. We held fire drills during last year each was extremely successful and one was observed by the fire department. With the various national natural emergencies, our safety committee has also worked on providing more detail to its plan in case of an unforeseen emergency. Attached please find our safety plan and our fire drill plan for the upcoming school year.

Health, Wellness, and Nutrition

Sankofa Freedom Academy is committed to the holistic development and healing of our children and communities. The appointment of an Health and Wellness Coordinator is just one indication of how important we view our responsibility to address the health crisis within our families and communities. Our health and wellness coordinator collaborates with our RN to provide services to students who are not feeling well, but also serves as an on site health and nutrition educator.

Consistent with our wellness policy, Sankofa Freedom Academy has integrated healthy eating, nutrition, and physical activity across the curriculum. Elementary scholars have outdoor recess throughout the year weather permitting. All elementary and secondary scholars have weekly opportunities for fitness and nutrition based classes and seminars throughout the year, this includes fitness, cultural movement, martial arts, yoga, and dance. Nutrition is included as a part of the Rites of Passage program and infused throughout the Social Studies curriculum. As a part of students' daily affirmation, they commit themselves to good health and good habits of the mind, body, and spirit. During the year, Sankofa Freedom Academy participated in community service fitness activities such as the Alzheimer "Memory" Walk, AIDS walk, and Walk Against Hunger. Finally, in the middle and high school, every student is required to play an after school sport during at least one season of the school year. These sport team activities include soccer,

track, basketball, baseball, cheerleading, softball, pep squad and dance. Attached please find our wellness policy.

Health and Safety Service Learning Projects

This year several of our classes completed service learning projects tied to health, wellness, and safety. Our 2nd grade scholars lead a fitness campaign in the community. Our kindergarten scholars partnered with a day care center and through chants, cheers, and songs taught their "young mentees" about healthy eating. This culminated in a healthy eating luncheon with the day care students and staff as well as booklets that were given out on health and nutrition to members of the community.

Our 4th grade scholars transformed a lot across the street into an organic urban garden that produced fresh vegetables for the farmers market that they established in the community! Clearly, Sankofa Freedom Academy Charter School is committed to raising the level of wellness in our homes, school, and community. Our 10th grade students sponsored a health fair. Our 3rd grade students sponsored a dance-a-thon. Our entire school participated in the Michelle Obama fitness activity.

Attached please find our safety plans, as well as our fire drill schedule for 2011-2012. Attached also is our evidence of Reimbursement for health services form that was submitted in October 2011.

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

- Sankofa Freedom Academy Wellness Policy
- Reimbursement for Health Services Evidence 2012
- Fire Drills planned for 2012-2013
- Main Campus Safety Plan Revised 2011-2012
- SAfety Plan Annex 2011-2012
- Fire Drills for 2011-2012

Current School Insurance Coverage Policies and Programs

Sankofa currently has the following insurance coverage:

Commercial General Liability coverage with limits:

- General aggregate - \$3,000,000
- Per occurrence - \$3,000,000
- Personal and advertising injury - \$3,000,000

- Fire damage and legal liability - \$1,000,000
- Medical expense - \$25,000

Workers' Compensation and Employers' Liability:

- Bodily injury by accident - \$500,000
- Bodily injury by disease - \$500,000

Automobile Liability:

- Combined single limit - \$1,000,000
- Medical expense - \$5,000
- Funeral expense - \$2,500
- Accidental death - \$25,000

Professional Liability: Educators Liability, Directors and Officers Liability, Malpractice and Errors and Omissions

- General aggregate - \$1,000,000
- Per occurrence - \$1,000,000

Excess Umbrella Liability:

- Per occurrence - \$5,000,000

Medical Insurance:

- Aetna

Dental Coverage:

- United Concordia

Disability (Short-term and Long-term) and Life Insurance

- Reliance Insurance

The supporting Accord Certificate of Insurance Liability is attached.

Current School Insurance Coverage Policies and Programs - Attachment

- Sankofa Certificate of Insurance 2012

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

Sankofa Freedom Academy Charter School is committed to having caring, committed capable staff. To this end we are doing everything possible to obtain and maintain a professional staff that is 100% highly qualified and at least 75% certified. Of the staff members classified as professional, 26 are teachers as defined in the guidelines of this document. (We have an additional 13 who are instructional support specialists who co-teach or provide title one assistance).

We started this year with 100% of our Non-Teach for America teachers who were fully PA certified. We had one teach for American teacher who committed herself to getting double certified. She took the Praxis and passed it, but never followed through on her second certification. This meant that we ended up with only one teacher teaching one section of a class that was out of her area of certification. Outside of that, we are proud to report that all of our teachers were certified and HQT. See our PDE 414 for details.

In terms of next year, we are gratified that only three of our teachers chose not to return. All of the teachers who decided to leave were from the Teach for America program and were not Philadelphia residents. Two of the three returned home and one moved to New York with a group of friends from her TFA cohort. Another one of our teachers dropped out of TFA. She enjoyed teaching but found the graduate work at University of Pa too time consuming and was home sick. Based on our contract with TFA we were unable to return her. There were two teachers this year that we opted not to return. One teacher was from TFA and had excessive absenteeism. (He was absent over 25 times. This had a devastating impact on our 6th grade literacy class and their performance). Besides the absent TFA teacher we chose not to return one teacher who after two years struggled to be willing to make the kind of time commitment to teaching and learning that we expect at Sankofa. Moving forward into next year, we continue to make changes in order to strengthen our staff. Certainly, this is more turnover than we have had in past years. In the coming year, we expect that some of our 2nd year TFA teacher will leave because at least 3 of them live out of state. This year we recruited 2 TFA teachers both of whom are from Philadelphia. It is our hope that this will positively impact our retention rate. With the aforementioned changes we were left with a teacher retention rate of 80%.

Quality of Teaching and Other Staff - Attachments

- EPAA Certification of Staff Profile
- PDE 414 for 2012

Student Enrollment

Sankofa Freedom Academy is designed to be a k-12 school. During school year 2009-2010, in order to enter kindergarten, one needed to be 5 years old by September 1, 2009. In order to enter 1st grade, one needed to be 6 years old by September 1. Sankofa Freedom Academy has dropped its first grade requirement since 2010, providing the first grade student has been promoted from kindergarten. This is consistent with changes with the admissions policy for 1st grade students in the chartering district. Our policy remains unchanged from 2010 until the present.

Below please find enrollment information by grade for Sankofa Freedom Academy Charter School for School Year 2011 - 2012.

Grade	Initial Enrollment	#Dropped	# Added	Total
K	49	5	9	53
1	51	3	3	51
2	49	6	7	50
3	49	5	7	51
4	50	7	6	49
5	46	4	6	48
6	50	13	8	45
9	50	4	2	45
10	47	4	2	45
11	45	3	2	44
TOTAL:	486	53	55	488

In general, Sankofa families were pleased with the experience that their children received. For some families, the strict adherence to policies around violence and threats required more parental involvement and mandatory meetings than they were prepared to commit. A few of these parents who withdrew their children have asked to return this year and understand better why we insist on maintaining a "no bullying, no fighting" environment. Very few parents left Sankofa because they were unhappy with the school or administration. Several families moved and/or found transportation too unreliable. Two families withdrew because of the academic rigor. In these cases, the children and parents felt they could do less work and get better grades elsewhere. Fortunately this perspective represented the viewpoint of very few of our families. Finally, some parents withdrew their children to avoid the escalating consequences as set forth in broken behavior contracts or the contract of mutual responsibility which sets forth our zero tolerance policy. WE also had students who transferred to magnet schools in the district because their parents wanted them in a more academically homogeneous environment.

This year was our first year with a middle school grade. We certainly are concerned about the number of withdrawals we had in 6th grade. In response, we put together a proposal for a 21st century grant to increase after school options for our middle school. In addition, we have increased support staff for the middle years program with the hopes that these things will result in more success for our middle years students.

During the renewal process, Sankofa Freedom Academy reaffirmed its commitment to reaching out to the children of underperforming and/or overcrowded schools from the 19124 zip code area. Special recruitment will be done and a dedicated waiting list will be developed to insure that children of the Frankford neighborhood will be given preference, in keeping with the terms of the new charter renewal.

Student Enrollment - Attachment

- Sankofa Freedom Academy Admissions Policy

Transportation

Bus services are provided to our students through the School District of Philadelphia. Approximately 20 of our students use private van service and are shuttled to a nearby before and after school program. Our high school students are provided with transpasses providing they meet the School District of Philadelphia's requirement. This arrangement has been satisfactory to date.

Food Service Program

Sankofa Freedom Academy Charter School participates in the federally funded free and reduced lunch program and is serviced through Nutritional Development Services of the Archdiocese of Philadelphia. They also provide breakfast for our students as well. The lunch program provides lunch for our elementary school grades K - 6 as well as servicing our high school and early school scholars in the annex. This service accounts for the feeding of approximately 85% of our student body.

Student Conduct

In its first year, Sankofa Freedom Academy Charter School worked to establish a safe orderly atmosphere for its students. We took a very serious no nonsense approach to violence, threats and bullying. We also worked hard to protect the academic environment. When at all possible, we dealt with consequences from a restorative justice perspective. We invested time and staffing in doing conflict resolution and mediation work. In keeping with 22 Pa. Code 12, we made sure students and their families are clear about rules and about consequences. In the event that a student is suspended the reasons for suspension are provided in writing and the students and parents have opportunities to discuss the incidents, provide written statements, and provide witnesses. Formal meetings are normally chaired by the Dean of Students or Director Of Operations. Upon request a parent can meet with the CEO to discuss discipline concerns. We have also provided in writing the due process procedures to parents in the event that suspension or even expulsion is warranted. We pledge to work even more diligently in the future to insure that students receive due process in the event of suspensions or expulsions and pledge also to be mindful of the need to insure that the educational program of students are not disrupted due to disciplinary actions.

In terms of suspensions, 62 students were involved in 85 suspension incidents. This certainly represented an increase in suspensions, larger in our 6th grade which is the beginning of middle school. We have joined with CVCA in putting together a middle school afterschool program to provide more support for this age group. We have been given a 21st century grant to do so. Attached please find a copy of The Sankofa Freedom Academy Charter School discipline code and its bullying policy. This code remains the same for school year 2012-2013.

Student Conduct - Attachments

- Sankofa Discipline Code
- Bullying Policy

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2012

The Sankofa Freedom Academy Charter School within Berks County IU 14 assures that the charter school will comply with the requirements of 22 Pa. Code Chapter 711 and with the policies and procedures of Pennsylvania Department of Education (PDE). PDE will specify, in writing, policies and procedures to be followed. Requests for any deviations from these regulations, policies, and procedures must be made in writing to PDE. The charter school assures:

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

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

Board President

Date

Chief Executive Officer
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 Sankofa Freedom Academy Charter School assures that it will comply with the requirements of the Public Official and Employee Ethics Act (the "Ethics Act") and with the policies, regulations and procedures of the Pennsylvania State Ethics Commission. Additional information about the "Ethics Act" is available on the Ethics Commission's website at: <http://www.ethics.state.pa.us/ethics/site/>

The assurance must be signed by the Chief Executive Officer and Board of Trustees President of the charter school.

Identify the charter school's Chief Executive Officer.

Name: Ayesha Imani **Title:** Dr.
Phone: 215-288-2001 **Fax:** 215-288-2099
E-mail: ayeshaimani1@aol.com

Signature of the Chief Executive Officer and Date

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

Name: Steve Blackburn **Title:** Mr.
Phone: 215-233-1960 **Fax:** 215-233-2386
E-mail: sblackburn@cvca.org

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name: Ayesha Imani **Title:** Dr.
Phone: 215-288-2001 **Fax:** 215-288-2099
E-mail: ayeshaimani1@aol.com

Signature of the Special Education Contact Person and Date

Signature Page - Attachment

- Signature Page and Assurances 2011-2012