

**Paulo Freire Social Justice Charter School (2018-2023)**  
Charter School Accountability Plan Template

<i>Paulo Freire Social Justice Charter School (PFSJCS)</i>			
<b>Type of Charter</b> <small>(Commonwealth or Horace Mann)</small>	Commonwealth	<b>Location</b>	Holyoke
<b>Regional or Non-Regional?</b>	Regional	<b>Districts in Region</b> <small>(if applicable)</small>	Chicopee, Holyoke, Northampton, South Hadley, West Springfield, and Westfield
<b>Year Opened</b>	2013	<b>Year(s) Renewed</b> <small>(if applicable)</small>	2018
<b>Maximum Enrollment</b>	500	<b>Chartered Grade span</b>	Grades 9-12
<b>Mission Statement</b> The Paulo Freire Social Justice Charter School (PFSJC) is a public high school preparing students for college success while inspiring them to be active and effective citizens. We achieve educational excellence and social responsibility for all our students through high expectations and a rigorous academic and social justice curriculum. Our students graduate with strong instructional and ethical foundation necessary for future leaders of a global society.			
<i>Name of Charter School: Paulo Freire Social Justice Charter School (PFSJCS)</i>			
<b>Type of Charter</b> <small>(Commonwealth or Horace Mann)</small>	Commonwealth	<b>Location</b>	Holyoke MA
<b>Regional or Non-Regional?</b>	Non-Regional	<b>Districts in Region</b> <small>(if applicable)</small>	N/A
<b>Year Opened</b>	2013	<b>Year(s) Renewed</b> <small>(if applicable)</small>	2018
<b>Maximum Enrollment</b>	375	<b>Chartered Grade span</b>	Grades 9=12
<b>Mission Statement</b> Paulo Freire Social Justice Charter School (PFSJC) is a public high school preparing students for college success while inspiring them to be active and effective citizens. We achieve educational excellence and social responsibility for all our students through high expectations and a rigorous academic and social justice curriculum. Our students graduate with strong instructional and ethical foundation necessary for future leaders of a global society.			

Commented [IR1]:

**Key Design Elements (with parenthetical citations to page from the charter application):**

- **High Expectations-** All students are prepared to be active and effective citizens, graduating prepared to successfully complete college, with a strong intellectual and ethical preparation with a foundation deeply rooted in the concept and ideology of social justice. (pg. 13-19; (pg. 83-85 Charter app 2012)
- **Active Board and Community Membership-** The board of trustees provides competent stewardship and oversight of the school that is built upon an inclusive governance model for all community stakeholders which will maintain policies, establish and monitor progress towards performance goals to ensure the school's success and sustainability (pp. 30-31; 45-49 Charter app. 2012)
- **Excellent Teaching-**PFSJCS recognizes the importance of hiring and supporting highly qualified teachers, who are: passionate about their subject, skilled at establishing a positive and productive classroom environment, committed to differentiating instruction to meet individual needs, and committed to student success. (pp.19-22 Charter app. 2012)
- **Clear Goals and Expectations-**Provides clear standards and rubrics for academic and social performance, that supports a student's physical, emotional and social health in a safe and respectful learning environment that engages families. (pp.22-24; 29-30; Charter app. 2012)
- **Individualized Support-**PFSJCS will address the individual needs of each student through: identification of strengths, abilities, and areas of concern; creating and monitoring student success plans; utilizing differentiated instruction; providing classroom and afterschool support systems; and assuring college preparation and support. (pg.29-30; 36 charter app 2012)

**The charter school commits to meeting Criteria 1 through 10 as outlined in the Charter School Performance Criteria.**

Date of Preliminary Department Approval:	
Date of Board Approval:	
Date of Department Approval:	

Objectives and Measures related to Mission and Key Design Elements (*required*):

<b>Objective: Paulo Freire Social Justice Charter School (PFSJCS) will develop and support highly effective educators so their instruction will result in improved student learning outcomes.</b>	
<p><b>Measure:</b> Through a combination of instructional training, standardized observations and progressive data evaluation, SchoolWorks will help PFSJCS build the capacity to assess instructional practices in the classroom at scale, identify trends, and tailor ongoing professional development to address data-supported deficiencies.</p> <ul style="list-style-type: none"><li>• By Oct. 15, 2018, 90% of PFSJCS of Team Leaders and Administrative Team will attain a passing score on the SchoolWorks online MORE/CVT-Classroom Visit assessment in order to be certified in the SchoolWorks online Classroom Visit Tool, so to support teachers in their classrooms.</li></ul>	<p><b>Kinds of data gathered/data collection plan:</b></p> <ul style="list-style-type: none"><li>• Online CVT certification for each administrator</li><li>• Excel data collection template sheet of observations, and samples of data collected by administrators.</li></ul>
<p><b>Measure:</b></p> <ul style="list-style-type: none"><li>• The PFSJCS Administrative Team will implement their training from MORE as a method to collect data on trends within instructional observations.<ul style="list-style-type: none"><li>○ By Oct. 31, 2018 and Jan. 31, 2019, the PFSJCS Teacher and Paraprofessional Professional Development will be developed and reflect professional training and opportunities that is aligned and driven by data collected by administrators through the CVT process.</li><li>○ By Oct. 31, 2019 and Jan. 31, 2020, 80% of the PFSJCS Teacher and Paraprofessional Professional Development will be developed and reflect professional training and opportunities that is aligned and driven by data collected by administrators through the CVT process.</li><li>○ By Oct. 31, 2019 and Jan. 31, 2020, 85% of the PFSJCS Teacher and Paraprofessional Professional Development will be developed and reflect professional training and opportunities that is aligned and driven by data collected by administrators through the CVT process.</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Professional Development Schedule (and sign in sheets) for the year with topics, associated collected data priorities and dates</li><li>• Observation summaries and formal and informal summative evaluations.</li></ul>

- By Oct. 31, 2020 and Jan. 31, 2021, 90% of the PFSJCS Teacher and Paraprofessional Professional Development will be developed and reflect professional training and opportunities that is aligned and driven by data collected by administrators through the CVT process.
- By Oct. 31, 2021 and Jan. 31, 2022, 95% of the PFSJCS Teacher and Paraprofessional Professional Development will be developed and reflect professional training and opportunities that is aligned and driven by data collected by administrators through the CVT process.
- By Oct. 31, 2022 and Jan. 31, 2023 95% of the PFSJCS Teacher and Paraprofessional Professional Development will be developed and reflect professional training and opportunities that is aligned and driven by data collected by administrators through the CVT process.

**Measure:**

- By June 30, 2019, as demonstrated by sign in sheets, or attendance certificates, 85% of PFSJCS administrators will participate in a minimum of 5 professional development opportunities aligned with the SchoolWorks CVT indicators and Ribas Supervision and Evaluation Process.

**Measure:**

- By March 15, 2019, 75% of Administrators' Informal and Formal summative evaluations will include narratives that is supported with evidence-based instruction that is data informed and includes Standard, Judgment, Evidence, impact and recommendations (SJEIR).
  - By March 15, 2020, 80% of Administrators' informal and formal summative evaluations will include narratives that is supported with evidence-based instruction that is data informed and includes SJEIR.
  - By March 15, 2021, 85% of Administrators' informal and formal summative evaluations will include narratives that is supported with

- Professional Development sign-in sheets, attendance certificates; summaries/descriptors of Professional Development.

- Aggregate percentage of all written summaries written by Administrators of all teaching staff from September to May evaluations, reflecting SJEIR as measured by the Ribas Supervision and Evaluation process. (Principal and Assistant Principal enter the evaluation data; Contracted Consultant from Ribas assesses and aggregates the information).

<p>evidence-based instruction that is data informed includes SJEIR.</p> <ul style="list-style-type: none"> <li>○ By March 15, 2022, 90% of Administrators' informal and formal summative evaluations will include narratives that is supported with evidence-based instruction that is data informed includes SJEIR.</li> <li>○ By March 15, 2023, 95% of Administrators' informal and formal summative evaluations will include narratives that is supported with evidence-based instruction that is data informed includes SJEIR.</li> </ul>	
<p><b>Objective:</b> PFSJCS will deliver an academic program that provides improved outcomes and educational success for all students using individual instruction and small classes.</p>	
<p><b>Measure:</b></p> <ul style="list-style-type: none"> <li>• By Sep. 15 of each year, PFSJC students, with the assistance of their advisors, will complete Individual Success Plans(ISP), 90% of the Success Plans will include statements of students' personal strengths, learning preferences, areas of need, organization skills and individual specific academic goals.</li> </ul> <p><b>Measure:</b></p> <ul style="list-style-type: none"> <li>• Data related to individual student goals identified in the ISP, will be collected at regular intervals collaboratively by both Advisor and student to demonstrate progress toward the goals; As demonstrated by this data, by June 30<sup>th</sup> of each year, PFSJC students will accomplish 85% of their individual goals as outlined in their ISP.</li> </ul> <p><b>Measure:</b></p> <ul style="list-style-type: none"> <li>• By June 30 of each year, as demonstrated by sign-in sheets, workshop registrations, or attendance certificates, 80% of PFSJCS teachers will participate in 10 professional development opportunities aligned with strategies of Differentiated Instruction – DI</li> <li>• By May 15<sup>th</sup> of each year, as demonstrated through formal and informal observations, written observations, written lesson plans, notes from administrator's walk throughs; 90% of PFSJC educators will demonstrate effective instruction as measured by scoring a 3-4 on the CVT.</li> </ul>	<p><b>Kinds of data gathered/data collection plan:</b></p> <ul style="list-style-type: none"> <li>• Student Success Plan tracking sheet, (to be completed by student's Advisor and aggregated by Director of Academic Support Services/Principal)</li> <li>• Professional Development Schedule (and sign in sheets) for the year with topics, associated Topic of DI, and dates (document created by Principal and saved on the shared drive); workshop agendas..</li> <li>• Administrators' Observations summary notes samples; Teacher Lesson Plans;</li> <li>• MORE/CVT tracking sheet; (Compiled by Principal and VP, aggregated to reflect percentages of teachers with scores of 3-4 in the area of "Purposeful Teaching".</li> </ul>

<ul style="list-style-type: none"> <li>By May 30, 2022, as demonstrated through the completion of the Mass. Dept. of Ed. Educators Evaluation Rubric, 90% of teachers evaluated will score proficient or higher within Standard II Teaching All Students.</li> </ul>	<ul style="list-style-type: none"> <li>Aggregated rubric scores for all teaching staff evaluated from May evaluations, as measured by Mass. DOE's evaluation rubric. (Principal and Vice Principal enter the evaluation data; Principal aggregates the information).</li> </ul>
<b>Objective:</b> PFSJCS will empower its students to reach their highest intellectual and social potentials by providing unique and challenging opportunities through a firm educational foundation that is also rooted in the concept and ideology of social justice.	
<p>As measured by data collected by Internship Coordinator twice during the internship cycle, review of student tracking sheets, and project presentations; Measure:</p> <ul style="list-style-type: none"> <li>All PFSJCS students by 12<sup>th</sup> grade, will demonstrate the completion of a 50- hour internship.</li> </ul> <p>Measure:</p> <ul style="list-style-type: none"> <li>All PFSJCS students in 11<sup>th</sup> and 12<sup>th</sup> grader who have completed their internship will complete an independent research and summary of their internship experience and how their internship aligns with the key principles of Paulo Freire Social Justice Philosophy and present their findings orally to community members.</li> </ul>	<p>Kinds of data gathered/data collection plan:</p> <ul style="list-style-type: none"> <li>Internship data tracking sheet monitored and kept by Off-Campus Program/Internship Coordinator</li> <li>Internship exit inventories will be administered to employers by Off-Campus Program/Internship Coordinator</li> <li>Senior/Junior project rubrics and program from project presentations.</li> </ul>

Objective and Measures related to Dissemination (*required*):

<b>Objective:</b> PFSJCS will establish best practices, identify a partner, and develop a collaborative partnership with a district. PFSJCS will also share best practices through panels and conferences.	
<p>Measure:</p> <ul style="list-style-type: none"> <li>During the first term of this plan, PFSJCS will work to identify best practices, establish a school partner, and develop a collaboration with the school partner.             <ul style="list-style-type: none"> <li>By the end of Year 2 (2019-2020), PFSJCS will identify and document best practices.</li> <li>By the end of year 3 (2020-2021), PFSJCS will identify a Public School partner with whom to share best practices.</li> <li>By the end of year Four (2021-2022) and in</li> <li>Year Five (2022-2023), PFSJCS will collaborate with our partner school to share best practices.</li> </ul> </li> </ul>	<p>Kinds of data gathered/data collection plan:</p> <ul style="list-style-type: none"> <li>Kinds of data gathered/data collection plan: The PFSJCS leadership team will meet quarterly to identify best practices and work to identify a school partner and develop a formal collaboration. This document will be a shared file in Google Classroom to ensure that all staff has an opportunity to provide feedback.</li> </ul>