



Mission

"Giving meaning to the lives of our children in the present while preparing them to become active citizens in a democratic society," the Folk Arts – Cultural Treasures Charter School will provide children with an exemplary education that utilizes traditional arts and cultures found within their own and neighboring communities as the catalyst for critical inquiry and community engagement.

The Folk Arts – Cultural Treasures Charter School will provide children with an education which has high academic standards, is truly community based, incorporates and respects the lives of students and their families, engages students in understanding their own cultures and communities, and engages students in understanding their role as active participants in working for a just society.

Vision

FACTS strengthens our local communities and helps transform society by teaching and nurturing our students to be active and engaged participants in working for a just society. A FACTS education prepares students to be the 21st Century leaders we need -- leaders who are able to navigate and address the rapidly changing challenges that confront their generation while being mindful of the needs of future generations.

FACTS students will be equipped with:

- Skills (critical thinking, creative problem solving, teamwork)
- Character (compassion, courage to stand up for what is right, ability to see the full humanity of those different from oneself),
- Habits-of-mind (reflection, listening deeply, openness to others' points of view, seeing elders and other community members as sources of knowledge and wisdom), and
- Sense-of-self (pride in and knowledge of oneself and where one comes from, confidence in one's own worth, awareness of one's strengths and areas for growth).

FACTS students will be able to walk comfortably in the world of their cultural origins, in the diverse city in which they live, and in academic and professional worlds. FACTS will impact the field of education by modeling, advocating for, inspiring, and collaborating with others to enact this transformative vision of what K-12 schooling can be.

Priorities and Measurable Goals

By the end of 2nd grade, 80% of FACTS students will be reading at grade level expectation independent reading level on the end of year DRA assessment.

- Small Group Intervention
- Improve Language and Literacy Acquisition for All Students
- Teach Diverse Learners in an Inclusive Setting

Priority: FACTS has implemented the following to address the needs of students who are not reading at grade level expectations according to the DRA: employ a full-time Literacy coordinator, continue the process of implementing a more robust phonics program for all K-2 students, with continued word study and grammar lessons in grades 3-5, continue to have a dedicated block of time in the schedule for intervention (WIN), and employ four certified intervention teachers to work with targeted small groups of students needing additional small group support in the area of ELA. FACTS is also employing an additional ELD teacher in grades K-2 in 2021-2022.

FACTS will move from 56% to 65% of students scoring proficient or advanced on the Mathematics PSSA.

- Small Group Intervention
- Teach Diverse Learners in an Inclusive Setting

Priority: FACTS continued work towards its goals in the area of ELA will help address this mathematics challenge. General education, ELD, and Special Education teachers are implementing strategies for teaching more sophisticated math vocabulary. Several members of our teaching staff have completed SIOP (Sheltered Instruction Observation Protocol) training. This research based instructional model is proven effective in addressing the academic needs of English learners throughout the United States. FACTS has implemented the following to address the needs of students who are not meeting grade level expectations in mathematics according to the PSSA: employ a full-time math coordinator, purchase and utilize IXL software for intervention, employ four certified intervention teachers to work with targeted small groups of students needing additional small group support in the area of mathematics. FACTS is also planning to reach out to high performing high schools in Philadelphia who accept a number of FACTS students to survey them about the preparedness of FACTS students in the area of mathematics for high school. We are hoping to learn more about our program strengths and any gaps that we can work to improve.

FACTS will have a school-wide systematic approach for collecting and analyzing local data sources in the areas of mathematics, ELA and science to drive student progress.

- Small Group Intervention
- Teach Diverse Learners in an Inclusive Setting

Priority: FACTS created a block of time in the schedule for intervention (WIN) in 2020-2021. This block will continue in 2021-2022. Additionally, grade levels will have this block staggered throughout the day to maximize Intervention, ELD, and Special Education small group support. FACTS will employ four certified intervention teachers in 2021-2022 (This is an increase from 0 in 2019-2020 and 2 in 2020-2021) to work with targeted small groups of students needing additional small group support. Students are identified using our ELA and Math screeners which are administered to the whole school several times a year.