



Alliance for Progress Charter School

Application for the Replication and Expansion of High-Quality Charter Schools
(CFDA Number 84.282E)

Project Narrative

Table of Contents

Section	Page
Overview	1
Competitive Priorities	2
I. Supporting High-Need Students	2
III. Single School Operators	3
Selection Criteria	3
I. Contribution in Assisting Educationally Disadvantaged Students	3
II. Quality of the Project Design	5
III. Quality of Project Personnel	11
IV. Quality of the Management Plan	15
V. Quality of the Eligible Applicant	22
VI. Continuation plan	34
Application Requirements	34

OVERVIEW

Founded in 1998, Alliance for Progress Charter School (AFPCS) is a K-8 charter school located in North Philadelphia. The mission of AFPCS is to ensure the achievement and success of every student through a technologically rich and individualized learning environment. As part of its renewal application in 2017, AFPCS applied for and was approved by the School District of Philadelphia to increase enrollment by one additional classroom section in each grade, beginning with kindergarten in the 2017-18 school year. AFPCS was also the only charter school renewed without additional conditions. With funding from the Charter Schools Program, AFPCS seeks to support successful expansion of the school and continued development of teachers and staff. By committing to excellence and empowerment of children to develop the knowledge, skills, attitudes, behaviors, and technological competence that will make them lifetime learners and achievers in a technologically oriented world, AFPCS aims to be the leading technology-rich public school option in the city.

Throughout its history, AFPCS predominantly serves students from historically educationally underserved groups, including students of color, economically disadvantaged students, and students receiving special education services. In 2017-18, AFPCS is serving 471 students, where 99% are students of color, 70% are considered economically disadvantaged, and 13% receive special education services. These enrollment rates are higher than or comparable to similar public schools in Philadelphia. By expanding its enrollment, AFPCS seeks to provide additional students with access to a high-quality educational option that regularly outperforms the district and peer schools. See *Selection Criteria I – Contribution in Assisting Educationally Disadvantaged Students* and *Appendix E* for more detailed data and evidence of AFPCS' record of achievement.

COMPETITIVE PRIORITIES

I. Supporting high-need students by increasing access to high-quality educational choice

AFPCS is committed to empowering all its students, including those with disabilities, to develop the knowledge, skills, attitudes, behaviors, and technological competence that will make them lifetime learners and achievers in a technologically oriented world. Located in a North Philadelphia neighborhood with one neighborhood school option and a poverty rate above 40%, according to a 2017 report by the The Pew Charitable Trusts, AFPCS provides the only school choice option to families in the catchment. With nearly identical demographics, AFPCS regularly outperforms the nearby neighborhood school on state assessments – in 2016-17, AFPCS proficiency rates were 36 percentage points higher in English/language arts, 13 percentage points higher in math, and 30 percentage points higher in science. The attendance rate at AFPCS is also regularly higher, with 93% of AFPCS students attending 90%+ of school days in 2016-17, compared to 49% of students at the nearby neighborhood school. For the 2017-18 school year, AFPCS received 136 applications for 75 kindergarten slots and over 30 applications each for grades 1-5 for less than five available slots in each grade.

In the 2017-18 school year, 13% of students at AFPCS receive special education services, which is comparable to the School District of Philadelphia's average of 14%. As we continue to expand enrollment, AFPCS remains committed to serving all our students, regardless of need, including students with disabilities and English Language Learners. AFPCS expects special education enrollment rates to continue to be consistent with or slightly higher than district enrollment trends. Based on prior year student demographics, AFPCS anticipates a low number of Native American/American Indian students or English Language Learners.

As a school serving an individualized learning mission, AFPCS monitors the performance of all our students through multiple academic diagnostic and benchmark assessments administered throughout the school year. School-wide data allows us to ensure that learning opportunities are equitable and tailored to the needs of each individual child through our Multi-Tiered System of Supports (MTSS) program.

AFPCS' policy is to educate our exceptional learners under the least restrictive environment possible for all content areas, ensuring an equitable learning opportunity. Students receive interventions and supports tailored to their individual needs, including small-group instruction, tutoring, working with different types or levels of academic resources, and increased instructional time for subject areas as necessary. The Director of Student Services, special education teachers, and general education teachers meet regularly to discuss the results of each student's performance after each benchmark test, examine the student's progress, set new goals, and identify interventions that will help that student to reach those goals. The classroom teachers and special education teachers then bring those interventions back into their classrooms for the benefit of all students.

III. Single school operators

AFPCS is a single charter school serving students in grades K-8, as evidenced by its authorizing charter from the School District of Philadelphia. See *Appendix E* and *Appendix G* for additional information.

SELECTION CRITERIA

I. Contribution in assisting educationally disadvantaged students

AFPCS actively recruits and seeks to serve students considered educationally disadvantaged. Located in a North Philadelphia neighborhood with a poverty rate above 40%,

according to a 2017 report by the The Pew Charitable Trusts, AFPCS serves students from across the city. In 2017-18, AFPCS is serving 471 students in grades K-8, where 99% are students of color, 70% are considered economically disadvantaged, and 13% receive special education services. These enrollment rates are higher than or comparable to similar public schools in Philadelphia.

As a school and community serving historically underserved student populations, AFPCS is committed to excellence, recognizing that we must promote continuous lifelong learning, critical thinking, hands-on investment, and community activism to best encourage our student population as they work toward their goals and dreams. AFPCS has high expectations for all students, therefore, high academic performance is our focus and drives everything we do. AFPCS puts children first and we define ourselves as a learning community, recognizing that students achieve best in an environment that supports learning for all.

Through enrollment expansion, AFPCS will provide additional educationally disadvantaged students and their families with a high-quality educational option that regularly outperforms the district and peer schools. One example of this is performance on the Pennsylvania System of School Assessment (PSSA). Over the last five years, AFPCS regularly outperformed district and peer schools on the PSSA in English, mathematics, and science.

PSSA Proficiency Rates (Grades 3-8)			
English	2014-15*	2015-16	2016-17
AFPCS	45%	51%	52%
Peer	18%	18%	27%
District	32%	33%	35%
Mathematics	2014-15*	2015-16	2016-17
AFPCS	17%	20%	22%
Peer	5%	6%	9%
District	17%	19%	20%

PSSA Proficiency Rates (Grades 3-8)			
Science	2014-15*	2015-16	2016-17
AFPCS	53%	59%	47%
Peer	21%	20%	24%
District	37%	38%	33%

**Note: The PSSA was revised in 2014-15 to align to updated state academic standards.*

As a school focused on ensuring the achievement and success of every student through a technologically rich and individualized learning environment, AFPCS’ instructional program is data-driven, inquiry-based, differentiated, and enhanced by technology. Using technology as a tool to enhance instruction provides AFPCS students with unlimited resources to collaborate and stay connected in our global society, and better prepares students for the workforce of tomorrow. With computers for almost 50% of students (225 devices for 471 students), AFPCS is on its way to becoming a 1:1 learning environment, one of the few in the city.

II. Quality of the Project Design

Through expanded enrollment, AFPCS will serve an additional 25 K-8 students each year, for a total enrollment of 571 by 2021-22 and a total enrollment of 671 by 2025-26. Beginning with kindergarten in 2017-18, an additional classroom of students will be added to each grade. These additional students will benefit from AFPCS’ program that supports success of every student through a technologically rich and individualized learning environment. AFPCS is committed to excellence, recognizing the importance of promoting continuous lifelong learning, higher order thinking, hands-on investment, and community activism in order to best encourage our student population as they work toward their goals and dreams.

AFPCS’ expansion plan has four main goals, all of which are aligned to the school’s mission of ensuring the achievement and success of every student through a technologically rich and individualized learning environment. The three goals are:

- Grow AFPCS to serve more students
- Implement a 1:1 technology ratio in every grade
- Continue to increase educational outcomes for all students through a robust instructional program and nurturing school environment
- Maintain a positive, nurturing, and inclusive school climate

To achieve these goals, AFPCS has five project objectives. The objectives are SMART — specific, measurable, achievable, relevant, and time bound. These objectives also allow for annual benchmarks, which support regular monitoring throughout the course of the grant period.

Desired Outcomes / Performance Measures	Baseline Data	Annual Benchmarks	Data Source
Objective 1: Enroll 571 students by 2021-22			
1.1 Grow to serve 571 students by 2021-22	2017-18: 471 students	2018-19: 496 students 2019-20: 521 students 2020-21: 546 students 2021-22: 571 students	Annual district report
Objective 2: Increase the use of technology in every classroom			
2.1 Improve the student-technology device ratio to have devices for at least 70% of students by 2021-22	2017-18: 47% (225 devices for 471 students)	2018-19: 63% (315 devices for 496 students) 2019-20: 66% (345 devices for 521 students) 2020-21: 69% (375 devices for 546 students) 2021-22: 71% (405 devices for 571 students)	Annual school counts

Desired Outcomes / Performance Measures	Baseline Data	Annual Benchmarks	Data Source
Objective 3: Provide a high-quality education to all enrolled students			
3.1 At least 80% of students will score proficient or higher on state ELA exams by 2021-22	2016-17: 52%	2018-19: 57% 2019-20: 62% 2020-21: 70% 2021-22: 80%	Annual district report
3.1a At least 80% of African American / Black students will score proficient or higher on state ELA exams by 2021-22	2016-17: 52%	2018-19: 57% 2019-20: 62% 2020-21: 70% 2021-22: 80%	Annual district report
3.1b At least 80% of economically disadvantaged students will score proficient or higher on state ELA exams by 2021-22	2016-17: 53%	2018-19: 57% 2019-20: 62% 2020-21: 70% 2021-22: 80%	Annual district report
3.1c Triple the percentage of students receiving special education services scoring proficient or higher on state ELA exams by 2021-22	2016-17: 13%	2018-19: 18% 2019-20: 23% 2020-21: 30% 2021-22: 40%	Annual district report
3.2 At least 50% of students will score proficient or higher on state math exams by 2021-22	2016-17: 22%	2018-19: 27% 2019-20: 35% 2020-21: 42% 2021-22: 50%	Annual district report
3.2a At least 50% of African American / Black students will score proficient or higher on state math exams by 2021-22	2016-17: 22%	2018-19: 27% 2019-20: 35% 2020-21: 42% 2021-22: 50%	Annual district report

Desired Outcomes / Performance Measures	Baseline Data	Annual Benchmarks	Data Source
3.2b At least 50% of economically disadvantaged students will score proficient or higher on state math exams by 2021-22	2016-17: 24%	2018-19: 27% 2019-20: 35% 2020-21: 42% 2021-22: 50%	Annual district report
3.2c Triple the percentage of students receiving special education services scoring proficient or higher on state math exams by 2021-22	2016-17: 13%	2018-19: 18% 2019-20: 23% 2020-21: 30% 2021-22: 40%	Annual district report
3.3 At least 75% of students will score proficient or higher on state science exams by 2021-22	2016-17: 47%	2018-19: 55% 2019-20: 62% 2020-21: 69% 2021-22: 75%	Annual district report
3.3a At least 75% of African American / Black students will score proficient or higher on state science exams by 2021-22	2016-17: 47%	2018-19: 55% 2019-20: 62% 2020-21: 69% 2021-22: 75%	Annual district report
3.3b At least 75% of economically disadvantaged students will score proficient or higher on state science exams by 2021-22	2016-17: 45%	2018-19: 55% 2019-20: 62% 2020-21: 69% 2021-22: 75%	Annual district report
3.3c Triple the percentage of students receiving special education services scoring proficient or higher on state science exams by 2021-22	2016-17: 8%	2018-19: 10% 2019-20: 14% 2020-21: 19% 2021-22: 25%	Annual district report

Desired Outcomes / Performance Measures	Baseline Data	Annual Benchmarks	Data Source
Objective 4: Provide students with a strong foundation of character development, informed by our shared values of responsibility, trustworthiness, respect, caring, honesty, tolerance, citizenship, attitude, fairness, and leadership			
4.1 At least 82% of students will have an attendance rate of 95%+ by 2021-22	2016-17: 68%	2018-19: 70% 2019-20: 80% 2020-21: 81% 2021-22: 82%	Annual district report
4.2 Less than 5% of students will be chronically absent by 2021-22 (chronically absent defined as missing more than 10% of school)	2016-17: 7%	2018-19: 7% 2019-20: 6% 2020-21: 6% 2021-22: 5%	Annual district report
4.3 Annual student retention rates will continue to be 90%+	2017-18: 90%	2018-19: 91%+ 2019-20: 92%+ 2020-21: 93%+ 2021-22: 94%+	Annual district report
4.4 Student Survey School Climate SPR metric will be at least 85% by 2021-22	2016-17: 65%	2018-19: 70% 2019-20: 75% 2020-21: 80% 2021-22: 85%	Annual district report
4.5 Parent Survey School Climate SPR metric will continue to be 90%+	2016-17: 93%	2018-19: 90%+ 2019-20: 90%+ 2020-21: 90%+ 2021-22: 90%+	Annual district report

Desired Outcomes / Performance Measures	Baseline Data	Annual Benchmarks	Data Source
Objective 5: Support teachers in pursuit of instructional excellence			
5.1 Over 90% of participants in professional development will rate it as effective or highly effective	Not previously collected	2018-19: 90%+ 2019-20: 90%+ 2020-21: 90%+ 2021-22: 90%+	Exit surveys
5.2 Over 90% of staff will implement learnings from professional development sessions	Not previously collected	2018-19: 90%+ 2019-20: 90%+ 2020-21: 90%+ 2021-22: 90%+	Observations, evaluation system

To achieve the project goals, objectives, and performance measures, AFPCS will continue to provide teachers with intensive training and coaching around teaching curriculum and content, and is in the process of hiring additional reading specialists, math interventionists, classroom assistants, and a social worker. To complement efforts already underway, AFPCS seeks Charter Schools Program funding assistance to support setup of the classrooms and offices necessary to serve the additional students; onboarding key climate, intervention, and special education staff positions a year earlier than AFPCS would otherwise be able to; and continued professional development for teachers around academic and social-emotional culture and climate. Through this project, AFPCS will be able to purchase the equipment, technology, and supplies necessary to serve students in the added classrooms, hire additional staff — including an assistant climate director, a counselor, and special education teachers — a year earlier to provide needed wraparound and intervention supports to students as enrollment grows, and provide teachers and staff with additional professional development around classroom and school culture, climate, and management to support cohesion throughout the school as it grows.

III. Quality of Project Personnel

AFPCS has established an exemplary team to oversee and implement this project. Key project personnel are described below and resumes for each individual are available in *Appendix B*. Collectively, this group possesses vast experience in operation and management of high-quality charter schools, working with and educating children, and managing and developing staff.

Joanna Hightower, CEO/Principal

- **Project Responsibilities:** Serves as project director, oversees all aspects of AFPCS
- **Qualifications:** Joanna joined AFPCS in 2009, serving as site administrator, principal, and now CEO/Principal. Prior to her time at AFPCS, Joanna served as a high school teacher and youth program director. Joanna has experience in raising academic achievement for students, leading and supervising staff, directing school operations, transforming school culture, and implementing effective programs in urban areas. Joanna earned bachelor's and master's degrees in education from Temple University. Joanna also holds Pennsylvania instructional and administrative certifications and is a member of the International Society for Technology in Education.

Stacey Scott, Manager of Education and Strategic Planning

- **Responsibilities:** Oversees academic programming, manages the academic directors, supervises professional development
- **Qualifications:** Stacey served as CEO of AFPCS from 2003-2008 and returned in 2017 to support academic programming. Stacey also served as a teacher, curriculum coordinator, assistant principal, and founding charter school principal in Washington, DC. Stacey

earned a bachelor's degree in business and marketing from Howard University and a master's in education administration from Cambridge College.

Ruqayyah Rashad, Academic Director K-2

- Responsibilities: Manages and coaches teachers in grades K-2, assists with professional development
- Qualifications: Ruqayyah joined AFPCS as a reading intervention teacher in 2016 and became K-2 academic director in 2017. Prior to AFPCS, Ruqayyah taught first and fourth grade at public and charter schools in Philadelphia. Ruqayyah earned a bachelor's degree in communications from Temple University and master's degrees in education and early childhood education from Lincoln University. Ruqayyah is also in the process of completing her principal internship.

Jeana Grace Davis, Academic Director 3-5

- Responsibilities: Manages and coaches teachers in grades 3-5, assists with professional development
- Qualifications: Jeana joined AFPCS in 2009 and serves as academic director for grades 3-5. Prior to AFPCS, Jeana served as a teacher, lead teacher, and master teacher at schools in Philadelphia. Jeana earned a bachelor's degree in human development and family studies from The Pennsylvania State University, a master's degree in elementary education from Holy Family University, and a master's degree in educational administration from Gwynedd Mercy University. Jeana also holds Pennsylvania instructional and administrative certifications.

Megan Asher, Academic Director 6-8

- Responsibilities: Manages and coaches teachers in grades 6-8, assists with professional development
- Qualifications: Megan joined AFPCS in 2014 as an academic director focused on upper elementary and middle school grades. Prior to AFPCS, Megan served as a teacher, instructional coach, and athletic director in district and charter schools in Philadelphia. Megan is also an adjunct professor of mathematics at a local college. Megan holds a bachelor's degree in special education from West Chester University of Pennsylvania, a master's degree in education policy from the University of Pennsylvania, and a master's degree in K-12 school administration from Edinboro University of Pennsylvania. Megan also holds Pennsylvania instructional and administrative certifications.

Kristi Tedeschi, Director of Student Supports

- Responsibilities: Oversees special education, counseling, and nursing services, provides professional development
- Qualifications: Kristi joined AFPCS in 2010 as director of student supports. Prior to AFPCS, Kristi served as a general and special education kindergarten teacher, special education coordinator, and mentor teacher at charter schools in Philadelphia and Florida. Kristi holds a bachelor's degree in elementary and special education from La Salle University and master's degree in education with a focus on elementary reading and literacy from Walden University. Kristi also holds Pennsylvania instructional and special education supervisor certifications.

William Bazemore, Director of School Climate and Athletics

- Responsibilities: Develops individual student behavior plans, provides behavior intervention supports and services

- Qualifications: William joined AFPCS in 2010 as a climate director. Prior to AFPCS, William served as a behavior health worker and residential counselor, working predominantly with children and adolescents. William earned a bachelor's degree in liberal arts from Neumann University and a master's degree in clinical child psychology from Capella University.

Cahlin Spearman, Director of School Climate and OST

- Responsibilities: Develops individual student behavior plans, provides behavior intervention supports and services
- Qualifications: Cahlin joined AFPCS in 2017, previously serving as a teacher, athletic director, team leader, and assistant principal at other charter schools in Philadelphia. Cahlin earned a bachelor's degree in business management from Indiana University of Pennsylvania and master's degrees in elementary education and early childhood education from Lincoln University. Cahlin is also in the process of completing a doctorate in educational leadership from Arcadia University.

Symara Waters, Director of Operations

- Responsibilities: Oversees school operations, including purchasing, enrollment, student records, and food services. Serves as transportation liaison to the School District of Philadelphia.
- Qualifications: Symara joined AFPCS in 2017, previously serving as a camp director where she oversaw all operational functions, including finance, human resources, and food services. Symara also worked as a senior financial sales consultant at a large regional bank. Symara completed coursework in elementary education at the Community College of Philadelphia.

AFPCS views staff quality as instrumental to achieving its mission of ensuring student achievement and success. AFPCS strives to help all staff members grow and succeed, providing coaching and professional development to support continuous improvement. AFPCS also actively recruits staff with diverse backgrounds and experiences. This includes attending career fairs at historically black colleges and universities, including Howard University. In 2017-18, 35% of staff are people of color.

IV. Quality of the Management Plan

AFPCS grows strategically, balancing the urgency of serving additional students in need of educational options with its ability to expand while maintaining program quality. As a single-school operator, growing with one new classroom each year is a pragmatic approach to expansion that allows AFPCS to focus on maintaining quality and cohesion while it grows. The first additional classroom of kindergartners was added in 2017-18, and a classroom will be added to subsequent grades each following year.

AFPCS Enrollment Expansion Plan											
	SY	K	1	2	3	4	5	6	7	8	Total
Current Charter Renewal	17-18	75	50	50	50	50	49	49	49	49	471
	18-19	75	75	50	50	50	49	49	49	49	496
	19-20	75	75	75	50	50	49	49	49	49	521
	20-21	75	75	75	75	50	49	49	49	49	546
	21-22	75	75	75	75	75	49	49	49	49	571
Next Charter Renewal	22-23	75	75	75	75	75	74	49	49	49	596
	23-24	75	75	75	75	75	74	74	49	49	621
	24-25	75	75	75	75	75	74	74	74	49	646
	25-26	75	75	75	75	75	74	74	74	74	671

Staffing

As enrollment grows each year, AFPCS will hire additional staff appropriately. A five-year staffing plan was required as part of the application for enrollment expansion and deemed sufficient by the School District of Philadelphia. The staffing plan is aligned to the increased enrollment and maintains class sizes. The plan adds two or more teacher positions each year and adds a special education teacher for every additional 50 students enrolled. While no students currently receive ELL services, AFPCS hired an ELL-certified teacher to ensure ability to provide services should any students need them. Further, using current funding, AFPCS plans to hire a social worker, additional classroom aides, additional reading specialists, and math interventionists for the 2018-19 school year.

AFPCS Expansion Staffing Plan <i>without</i> CSP Grant					
Staff	17-18	18-19	19-20	20-21	21-22
Teachers	26	28	30	31	32
SpEd Director	1	1	1	1	1
SpEd Teachers	4	5	5	7	7
ELL Teacher	1	1	1	1	1
Student Support	2	2	2	3	3
Aides	7	7	8	8	9
Social Worker	0	1	1	1	1
Counselor	1	1	1	1	2
School Nurse	1	1	1	1	1
Cafeteria Staff	4	4	5	5	5
CEO / Principal	1	1	2	2	2
Admin	4	4	4	4	4
Admin Support	4	4	4	4	4
<i>Total Staff</i>	<i>56</i>	<i>60</i>	<i>65</i>	<i>69</i>	<i>72</i>
Enrolled Students	471	496	521	546	571

With the addition of CSP funds, AFPCS will be able to hire additional staff 1-2 years earlier than it would be able to using funds generated by increased enrollment. This includes onboarding an assistant climate director in the second half of the 2018-19 school year, rather than the 2020-21 school year; three teachers — one for art, one for special education, and one for autism support — in 2019-20 rather than 2020-21, and a counselor in 2019-20 rather than 2021-22. With AFPCS’ emphasis on building and maintaining a positive school culture, adding these staff positions before they can be funded solely through enrollment increases will support continuity of culture as AFPCS expands.

AFPCS Expansion Staffing Plan <i>with</i> CSP Grant					
Staff	17-18	18-19	19-20	20-21	21-22
Teachers	26	28	31	31	32
SpEd Director	1	1	1	1	1
SpEd Teachers	4	5	7	7	7
ELL Teacher	1	1	1	1	1
Student Support	2	3*	3	3	3
Aides	7	7	8	8	9
Social Worker	0	1	1	1	1
Counselor	1	1	2	2	2
School Nurse	1	1	1	1	1
Cafeteria Staff	4	4	5	5	5
CEO / Principal	1	1	2	2	2
Admin	4	4	4	4	4
Admin Support	4	4	4	4	4
<i>Total Staff</i>	<i>56</i>	<i>61</i>	<i>70</i>	<i>70</i>	<i>72</i>
Enrolled Students	471	496	521	546	571

**Note: Onboard assistant climate director in second half of school year*

Governance and Management

In accordance with Pennsylvania law, AFPCS is overseen by a Board of Trustees comprised of nine members. The Board holds regular public monthly meetings and publishes

notices publicly on its website and in a local newspaper. The Board focuses on governance versus day-to-day management of the school, operating with a committee structure. Committees are organized around *audit/finance* (create and monitor budget, recommend budget revisions, review annual audit), *academics* (review effectiveness of academic program and professional development), *capital/fundraising* (lead fundraising efforts for capital and operating funds), and *climate/diversity* (communicating with stakeholders). The Board hires and directly oversees the CEO of AFPCS, as well as the manager of education and strategic planning.

The CEO and manager of education and strategic planning work collaboratively to manage AFPCS. The CEO is responsible for the overall supervision and administration of AFPCS activities. This includes day-to-day management of fiscal, operational, academic, and student support activities. The CEO/principal manages the director of student supports, directors of school climate, director of operations, and finance/HR clerk. The manager of education and strategic planning oversees student instruction, which includes supervision of academic directors for each grade band.

Facilities

To ensure adequate space for the additional students, AFPCS is pursuing facilities expansion through an affiliated organization, Alliance Real Estate Holdings (AREH). AFPCS is currently located in three buildings within blocks of one another. Each building houses distinct grade bands. Grades K-3 are located in building A, at the corner of Cecil B. Moore Avenue and North 19th Street. Grades 4-5 are located in building B on North 16th Street and grades 6-8 are located in building C, also on North 16th Street. Total enrollment capacity for the current buildings is 500 students. AREH is developing a building adjacent to building A, which is scheduled for completion in time for the 2019-20 school year. Once this new building, building

D, is ready, AFPCS will move out of buildings B and C on North 16th Street. Grades 6-8 will move into building A and grades K-5 will move into building D. The combined enrollment capacity of buildings A and D will be 700 students. AFPCS projects this update in facilities will save the organization \$8,000 per month.

Finances

AFPCS continues to improve its financial health. In FY 2017, AFPCS' annual budget was \$5.2 million. AFPCS received no audit findings from external auditors in the past five years. AFPCS operates under a comprehensive internal controls policy that includes the procedures for budget preparation and planning, bank accounts, purchase requests, authorized check signers, competitive bidding, credit/debit cards, and petty cash. In addition to comprehensive internal controls policy, the AFPCS Board of Trustees adopted cash management and allowability of costs policies and revised the travel reimbursement policy to meet the Uniform Grant Guidance regulations. AFPCS internal controls are designed to safeguard assets and help to detect losses from employee dishonesty or error.

AFPCS maintains an on-site business office and an education management company, OmniVest, LLC, to provide back-office support and ongoing financial planning services. The business office employs a rigorous purchase order and budget-tracking process to ensure that all expenditures are within the established departmental budgets. OmniVest prepares monthly financial packets which are shared with AFPCS administration and Board treasurer and are presented to the full Board of Trustees at the monthly, public board meetings. These packets track actual revenues and expenditures versus the budget, to ensure that any abnormalities are recognized and addressed promptly.

The financial controls start with the budget process. OmniVest prepares a comparison of the current budget, develops a latest estimate (LE), and projects a new fiscal year budget along with the assumptions used. The budget is reviewed with the administration team and adjusted. After the adjustments are made, a detailed board meeting occurs to review the proposed budget in detail. During this meeting, additional adjustments are made, and a second board meeting occurs to formally approve the budget. At each monthly board meeting a financial review is presented to the Board comparing the month and YTD actuals versus budget numbers. The purchasing process continues with financial controls.

Project Plan

To manage the implementation of this project, AFPCS developed the below project plan to support successful execution of the project on time, within budget, and to a high level of quality. AFPCS staff will carry out all aspects of the plan. The plan includes major activities, owners/support, and timelines. A key for owner/support roles is provided below the plan.

Major Activities	Owner	Support	Timeline
<i>Hire Staff and Support Establishment of Added Classrooms and Offices</i>			
Recruit and encourage student applications through community outreach and advertisement for Year 2	CEO	MESP DO	Sept 2018 – March 2019
Recruit and hire additional staff for Years 1 and 2, including assistant climate director, special education teacher, autism support teacher, art teacher, and counselor	CEO	MESP	Sept 2018 – July 2019
Vet, select, and purchase equipment, technology, and supplies for Year 1	DO	CEO MESP	Nov 2018 – March 2019

Major Activities	Owner	Support	Timeline
Recruit and encourage student applications through community outreach and advertisement for Year 3	CEO	MESP DO	Sept 2019 – March 2020
Recruit and hire additional staff for Year 3	CEO	MESP	Sept 2019 – July 2020
Vet, select, and purchase equipment, technology, and supplies for Year 2	DO	CEO MESP	Nov 2019 – March 2020
Recruit and encourage student applications through community outreach and advertisement for Year 4	CEO	MESP DO	Sept 2020 – March 2021
Recruit and hire additional staff for Year 4	CEO	MESP	Sept 2020 – July 2021
Vet, select, and purchase equipment, technology, and supplies for Year 3	DO	CEO MESP	Nov 2020 – March 2021
Vet, select, and purchase equipment, technology, and supplies for Year 4	DO	CEO MESP	Nov 2021 – March 2022
<i>Provide Staff with Additional Professional Development (PD)</i>			
Organize, develop, and deliver PD on social-emotional learning	MESP	DSS ADs DSCs	Ongoing/Annually
Organize, develop, and deliver PD on restorative practices	MESP	DSS ADs DSCs	Ongoing/Annually
Organize, develop, and deliver PD on inclusive practices	DSS	MESP ADs	Ongoing/Annually
Organize, develop, and deliver PD on cultural understanding	MESP	ADs	Ongoing/Annually
Organize, develop, and deliver PD targeted to school administrators	CEO	MESP	Quarterly

Major Activities	Owner	Support	Timeline
<i>Grant Management & Evaluation</i>			
Review project plan and timeline with relevant staff	CEO	DO MESP	Oct – Nov 2018
Administer state assessments of academic proficiency	AD	T	Annually in Spring
Collect data on student attendance and retention	DO	T	Annually in Fall and Spring
Administer exit surveys for professional development and analyze results	MESP	DSS ADs	Ongoing
Collect data on teacher implementation of learnings from professional development	MESP	ADs DSS	Ongoing
Prepare and submit program reports to Department of Education	CEO	MESP DSS DO	Annually

Key
CEO – CEO/Principal MESP – Manager of Education and Strategic Planning AD – Academic Director DSS – Director of Student Supports DSC – Director of School Climate DO – Director of Operations T - Teachers

V. Quality of the Eligible Applicant

The mission of AFPCS is to ensure the achievement and success of every student through a technologically rich and individualized learning environment. Since opening in 1998, the charter for AFPCS has been renewed by the School District of Philadelphia every time it was up

for renewal. AFPCS predominantly serves students considered educationally disadvantaged. In 2017-18, AFPCS is serving 471 students in grades K-8, where 99% are students of color, 70% are considered economically disadvantaged, and 13% receive special education services. These enrollment rates are similar to previous years and are higher than or comparable to similar public schools in Philadelphia.

As a school and community serving historically underserved student populations, AFPCS is committed to excellence, recognizing that we must promote continuous lifelong learning, critical thinking, hands-on investment, and community activism to best encourage our student population as they work toward their goals and dreams. AFPCS has high expectations for all students, therefore, high academic performance is our focus and drives everything we do. AFPCS puts children first and we define ourselves as a learning community, recognizing that students achieve best in an environment that supports learning for all.

Through enrollment expansion, AFPCS will provide additional educationally disadvantaged students and their families with a high-quality educational option that regularly outperforms the district and peer schools. One example of this is performance on the Pennsylvania System of School Assessment (PSSA). Over the last five years, AFPCS regularly outperformed district and peer schools on the PSSA in English, mathematics, and science. See *Selection Criteria I – Contribution in Assisting Educationally Disadvantaged Students*, the *Results* subsection below, and *Appendix E* for more detailed data and evidence of AFPCS' record of achievement.

Academic Environment and Culture

AFPCS encourages high academic achievement through in-depth data analysis and rigorous targeted instruction. At AFPCS, we believe in the power of community to unite us, to

enhance our understanding of others and ourselves, and to enrich our lives. AFPCS seeks to create a learning community that expands the horizon of our students by helping them invest in the educational process, as well as themselves as individuals. AFPCS also seeks to engage cooperatively with other community organizations in an effort to strengthen and renew the neighborhood and the surrounding community.

At AFPCS, we put children first and define ourselves as a learning community, recognizing that students achieve best in an environment that supports learning for all. Since learning is a life-long pursuit, AFPCS encourages everyone in our school community to seek greater knowledge, to upgrade their skills, to advance their thinking, and to attain education that will improve the quality of our school as well as the quality of life for each learner. Everyone who works at AFPCS is a model for our students, reinforcing the value of learning in a caring community; designed to help, nurture, support, encourage, and demonstrate the value of discipline and hard work.

AFPCS holds high expectations for all students, therefore, high academic performance is our focus and drives everything we do. Teachers work as a team to encourage students to be independent learners and use a variety of small group methods to develop problem solving skills, cooperation, and higher-level thinking skills. The staff works closely with parents and other community members to be responsive to the needs of students and the community.

AFPCS is dedicated to high academic achievement for all students and active parent involvement. The expectations of all students at AFPCS are:

- Give 100% to the learning process.
- Be accountable.
- Be respectful and considerate.

- Be responsible.
- Be safe.

Additionally, AFPCS is operated under a code of shared values that are reinforced through character education, our class and school climates, and management techniques. The Codes of Value identify 10 character traits that guide students, parents, and staff including: responsibility, trustworthiness, respect, caring, honesty, tolerance, citizenship, attitude, fairness, and leadership.

AFPCS boasts a caring, non-violent school community as evidenced by our service learning projects and reflected in our safe school reports. In 2016-17, less than 10% of students were involved in discipline issues. For the last three years, AFPCS received a rating of “Model” in the Climate category of the School District of Philadelphia School Progress Reports. AFPCS encourages its students to be respectful, responsible, and safe in all areas of their lives. AFPCS students' academic learning is enriched by their participation in our researched-based social-emotional learning curriculum (Second Steps). The skills needed for problem solving, conflict resolution, and proper expression of feelings are taught explicitly, as we know the importance of educating the whole child and the need to establish skills.

All student expectations are clearly and consistently displayed, communicated, and modeled for all students. AFPCS emphasizes clarity, consistency, and communication, which promotes a climate of structure, security, and positive compliance. The school wide behavior system is structured to allow students to earn individual rewards and incentives in a manner that is efficient for teachers and staff to manage in any school setting. The behavior system is tailored slightly for upper and lower grades, making it developmentally appropriate for students at all grade levels. Kindergarten through third grade students earn rewards based on a four-level color

system. Students in grades four through eight earn class-wide rewards utilizing a classroom tracker, and individual rewards through our merit system. In the lower grades, a color system classroom display is utilized to clearly and visually communicate individual student's meeting of expectations. Upper grade teachers track classroom engagement and class-wide meeting of expectations using "Movin' Up" trackers. The tracker is displayed in the classroom to give students a clear and visual notification of their performance as a class. Individually, upper grade students are rewarded with merits when meeting/exceeding expectations. Incentives based on "Movin' Up" tracker results are planned and facilitated by the teachers. In both grade bands, individual rewards include but are not limited to additional free time, sneaker passes, dress down days pass, and PBIS parties.

Courses and Curriculum

AFPCS offers an integrated curriculum, focusing on language arts, mathematics, science, history/social studies, technology, and physical education. AFPCS adopted curricula that aligns with the revised PA Core Standards to support instructional improvements. AFPCS' curricula work together as a whole to teach and mutually reinforce core literacy and numeracy skills, critical thinking, and inquiry-based learning. Our course sequences are coherent and efficient. They are designed to build on one another "vertically" from grades K-8, and also to reinforce one another "horizontally". For example, students use their research and technology skills to complete projects aligned to the science and history knowledge gained from the literacy curriculum. This cross-curricular format allows teachers to build on and deepen students' understanding over their years at AFPCS. Our curricula align to our assessments, pedagogy, and curricular tools, all critical for student academic success (Calkins, Ehrenworth and Lehman, 2012).

AFPCS academic curricula consist of the following core subjects: math, English/Language Arts, science, and history/social studies supplemented with a uniquely developed, standards-aligned technology program. Students also receive instruction in music, physical education, and health. Students in grades 6-8 have the opportunity to participate in elective coursework. Elective courses vary annually and include, but are not limited to, yoga, Girl Scouts, student council, visual arts, dance, multimedia production, and intramural sports. The daily schedule also incorporates individualized academic support. In addition to academic achievement, our 8th grade students are required to complete a minimum of 20 hours of community service prior to graduation.

All AFPCS coursework is directly aligned to PA Core Standards. Curricular materials have been purposefully sequenced to create balanced and rigorous units of instruction aligned to formative and summative assessment of student learning. AFPCS' program is unique in its simultaneous focus on rigorous academic preparation for both higher level education and real-world success. Instructional planning in all subject areas focuses on student engagement, inquiry-based learning, technology integration, and differentiated instructional delivery and customized student outcomes. Our curriculum highlights special features in each subject area:

English/Language Arts: AFPCS' literacy program is composed of a variety of literature-rich texts at every grade level that allow students to explore specific topics, develop depth of understanding, and inspire curiosity. Literary and informational texts, combined with visual art, support student comprehension while celebrating the joy of reading and writing. Students are exposed to compelling themes and essential questions throughout a four-module series in each grade level. Students are empowered to observe, explore, and express their understanding in collaboration with the teacher and their peers. Reading, writing, speaking, listening, grammar,

and vocabulary are integrated into all lessons, which are embedded in the work of complex texts. In 2017, AFPCS also adopted Wit & Wisdom, a leading and well-reviewed curriculum. All students, grades K-8, participate in a daily literacy block which includes modeled, shared, guided, and independent reading and writing.

Mathematics: AFPCS adopted Eureka Math in 2016, a leading and well-reviewed curriculum that develops the more in-depth conceptual understanding required by the PA Core Standards. Our mathematics program is carefully presented in a logical, coherent progression from K-8. Students in grades K-5 begin their math journey with the foundational skills of counting and cardinality and navigate mathematical understanding through base ten operations, geometry, measurement, and fractions. In grades 6-8, students extend this knowledge while tackling ratios and proportions, expressions and equations, statistics, probability, and functions. Teachers at every grade level know what skills the students have learned and what steps of learning come next. Lessons are customized to meet the demands of the PA Core Standards while engaging learners in active exploration of skills. Students gain a deep understanding of mathematical practices by learning a variety of strategies for solving, using various tools to solve and model math, reasoning about the work, making sense of problems and constructing viable arguments to explain their work. By grade 8, students are sufficiently prepared to utilize and prove mathematical theories to solve real world problems and master higher levels of mathematics instruction.

Science: AFPCS' science curriculum places the PA Academic Standards and Anchors at the center of each grade's program. Through reading, writing, hands-on investigations, and online simulations and labs, students participate in evidence-based reasoning and science inquiry. Pearson's Interactive Science Program offers a combination of digital and print

resources that are committed to the Next Generation Science Standards and STEM. AFPCS' goal is to create scientifically literate students who can ask questions, find solutions based on fact and evidence and who can relate those findings to real world issues. Students are expected to "do" science rather than "learn" science and to consistently reevaluate ideas and outcomes.

History/Social Studies: AFPCS' study of history and the humanities is deeply embedded in literacy instruction at all grade levels. Students explore the United States' past and present beginning in kindergarten and expand their knowledge of diverse cultures, the U.S. government, the impact of wars, the Great Depression, and other pertinent functions of society throughout their elementary and middle school years. Through the use of technology, primary sources, artwork, and both literary and informational texts, students are able to gain and share knowledge about the world with a consistent focus on reading, writing, listening, speaking, and research. TCI's Social Studies Alive! program is also utilized to provide students with a multi-faceted learning experience. Students have the opportunity to collaborate, engage in graphic note-taking, and explore through research and hands-on experiences to discover the answers to essential questions about the world.

Technology: AFPCS' technology curriculum follows the Understanding by Design format and is guided by enduring understandings and essential questions throughout each grade level. All goals are aligned to four competencies: communicate, create, collaborate, and evaluate. Teachers guide students toward deeper essential questions and enduring understandings through activities, content, materials, and formative assessments. Students show their learning through the creation of a product or performance task. In the early elementary grades (K-5), students learn to become digital citizens who can use technology safely and appropriately to communicate with others. Students master basic online operations as they learn about the equipment, how to

navigate files and websites, and how to create presentations using Microsoft Office and various digital tools. By the end of grade 8, students are expected to synthesize information, build websites, and begin to look for answers to real world problems through the lens of technology.

Instructional Principles and Practices

The AFPCS instructional program is data driven, inquiry based, differentiated and enhanced by technology. As a school serving an individualized learning mission, AFPCS monitors the performance of all students through multiple academic diagnostic and benchmark assessments administered throughout the school year. School-wide data allows AFPCS teachers and staff to ensure that learning opportunities are equitable and tailored to the needs of each individual child through a Multi-Tiered System of Supports (MTSS) program. AFPCS also uses technology as a tool to enhance instruction and provide students with unlimited resources to collaborate and stay connected in our global society. AFPCS follows the International Society for Technology Education (ISTE) standards and is incrementally expanding its student hardware capacity annually. With computers for almost 50% of students, AFPCS is on its way to becoming a 1:1 learning environment.

AFPCS focuses heavily on teacher development, viewing teacher quality as instrumental in the achievement of students. Many teacher practices have been updated to support academic progress of all students. All teachers are regularly developed on unpacking the PA Core Standards, understanding critical question types/development, and analyzing data to support a greater focus on rigorous teaching. For special education teachers, there is now a greater focus on the inclusion and co-teaching models. In addition to development around PA Core Standards, teachers are provided with intensive coaching inside and outside of the classroom. The goal of academic coaching is to partner with teachers individually or in grade/content bands to master

designing shifted lesson plans that have the space, time, and learning opportunities for students to master the PA Core Standards.

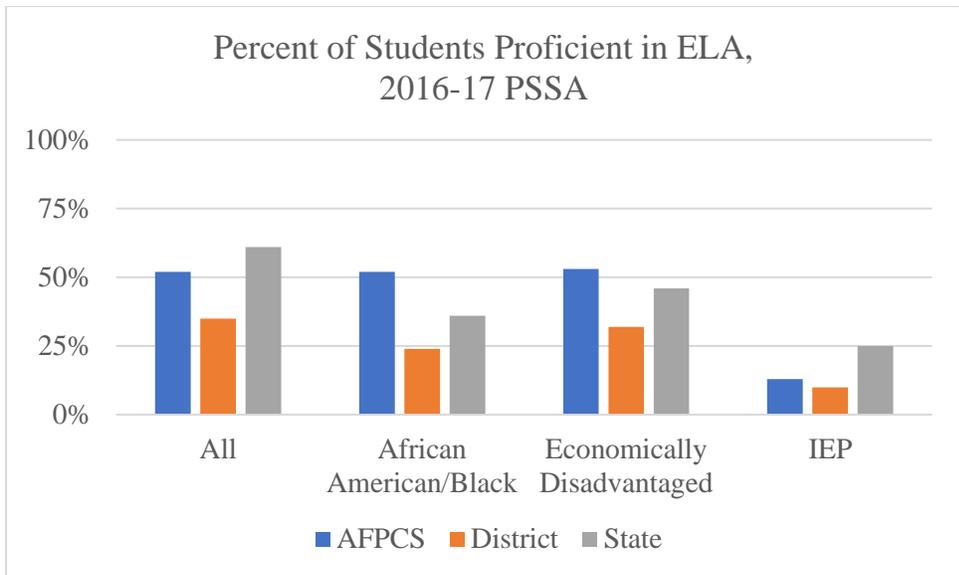
AFPCS provides teachers with professional development opportunities focused on content, as well as strategies for positive student management. In addition, administration is a daily present in classrooms, hallways and the cafeteria to provide immediate and constructive feedback to staff if needed. Examples of professional development trainings used by AFPCS are Relay GSE, Teach Like a Champion, Second Steps, BER, and in-house coaching.

AFPCS also developed and implemented a more rigorous performance evaluation system for teachers, utilizing best practices from the Mastery model. The evaluation system includes formal and informal observations, as well as peer observations. The purpose of the evaluation system is to identify and assess instructional strategies, professional behaviors, and delivery of content knowledge that affect student learning. Evaluations are followed by a post-conference where the teacher participates in a conversation about what instructional standards are being adequately mastered and which standards need to improve for optimal student outcomes.

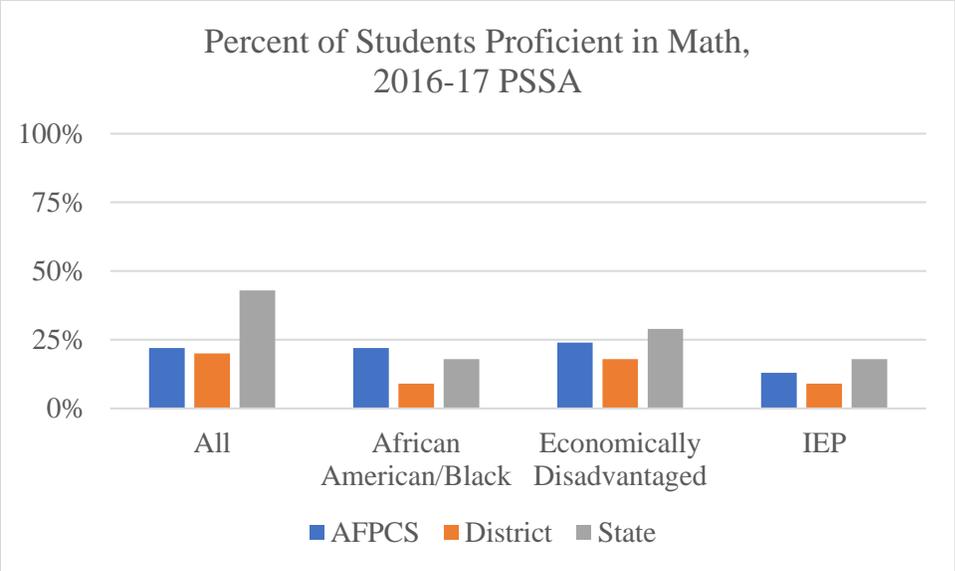
Results

AFPCS regularly outperforms the School District of Philadelphia on Pennsylvania's state assessment, the PSSA – not only for students as a whole, but also for subgroups of educationally disadvantaged students. African American/Black students and economically disadvantaged students at AFPCS also typically outperform their peers across the Commonwealth of Pennsylvania. The following graphs show proficiency rates in English, math, and science for AFPCS, the School District of Philadelphia, and the Commonwealth of Pennsylvania in 2016-17. For additional results, see *Appendix E*.

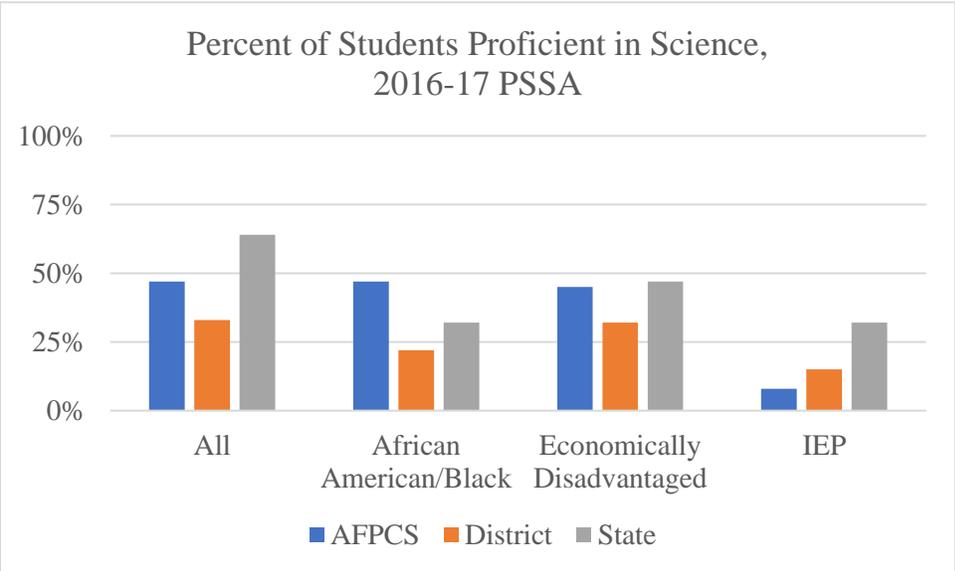
In English/Language Arts, the proficiency rate for all AFPCS students in grades 3-8 was 17 percentage points higher than that of the School District of Philadelphia. For African American/Black students, the AFPCS proficiency rate is 28 percentage points higher than the district's and 16 percentage points higher than the state's. For economically disadvantaged students, the AFPCS proficiency rate is 21 percentage points higher than the district's and 7 percentage points higher than the state's. For students receiving special education services, the AFPCS proficiency rate is 3 percentage points higher than the district's.



In math, the proficiency rate for all AFPCS students in grades 3-8 is 2 percentage points higher than the district's. For African American/Black students, the AFPCS proficiency rate is 13 percentage points higher than the district's and 4 percentage points higher than the state's. For economically disadvantaged students, the AFPCS proficiency rate is 6 percentage points higher than the district's. For students receiving special education services, the AFPCS proficiency rate is 4 percentage points higher than the district's.



In science, the proficiency rate for all AFPCS students in grades 3-8 is 14 percentage points higher than the district's. For African American/Black students, the AFPCS proficiency rate is 25 percentage points higher than the district's and 15 percentage points higher than the state's. For economically disadvantaged students, the AFPCS proficiency rate is 13 percentage points higher than the district's.



AFPCS also outperforms the district and state in student attendance rates, for all students and subgroups of educationally disadvantaged students. Coupled with high annual retention rates

(98% for the 2016-17 school year) and percentage of students with no suspensions (92% in 2016-17), AFPCS serves as a model of a strong, welcoming, and inclusive school climate.

2016-17 Attendance Rates, by Subgroup				
	All	African American / Black	Economically Disadvantaged	IEP
AFPCS	96%	96%	96%	96%
District	91%	90%	90%	87%
State	94%	92%	93%	93%

VI. Continuation plan

Funds requested as part of this Charter Schools Program grant application are for one-time equipment and implementation costs related to enrollment expansion. As enrollment grows, AFPCS will be able to financially sustain operations through its public funding, including per-pupil allocations from the School District of Philadelphia, as well as federal IDEA and Title I funds. This includes sufficient funding for staff positions initially financed with CSP grant funds. For any new staff hired after the CSP grant period, existing AFPCS leadership and staff will turnkey relevant professional development topics and sessions.

APPLICATION REQUIREMENTS

- (a) As a single-school operator, AFPCS is solely responsible for the operation of the school. Please refer to *Section IV. Quality of the Management Plan* for additional information.
- (b) Pursuant to its Charter Agreement with the School District of Philadelphia, AFPCS is subject to specific performance requirements and a performance framework during its charter term. This includes annual monitoring and reviews by the School District of Philadelphia, as well as publication of annual evaluations and progress reports. Please refer

to the Charter Agreement between the School District of Philadelphia and AFPCS in *Appendix G* for additional information.

- (c) AFPCS actively engages with parents and the community and boasts a level of parent involvement that is exceptional. In 2016-17, our average parent participation in parent-teacher conferences exceeded 78%. This reflects that AFPCS parents view themselves as vital partners in their children’s education. Results from the annual survey administered by the School District of Philadelphia further demonstrate AFPCS parents’ feelings of engagement. In 2016-17, over 95% of parents surveyed said they receive regular and timely communications from AFPCS, feel welcome in the school, and are included in decisions that affect their child’s education. AFPCS cultivates parent involvement at every opportunity, including an active Parent Advisory Board, book fairs, open houses, field days, and celebrations, etc. Each month, AFPCS holds a Family Unity Night with a unique theme, student performance, a meal, and a parent/family education component. AFPCS keeps parents apprised of all school activities via a bi-monthly newsletter. AFPCS enjoys an active Parent Advisory Board with officers elected in the first month of the year. Parent committees were formed for each major event at the school. Parents sign up to be a part of the committee of their choice. The committee members contact each other and the AFPCS staff member spearheading the event to coordinate what type of efforts they can support. AFPCS hosts a wide variety of family and community events including:

- Family Unity Night (F.U.N)
- Math and Literacy Nights
- Dads & Donuts
- Harvest Festival

- Cherrydale
- Winter Concert
- Black History Showcase
- Career Day
- Field Day
- Kiddie Prom
- Field Trips

Like parents, community members are invited to attend all public AFPCS Board meetings and are given the opportunity to offer comment and raise any issues they may have. Over the course of the last charter term, AFPCS has worked to create stronger community partners that support the mission of the school. AFPCS has a huge support base from our partners in and around our community. AFPCS values all stakeholders throughout the community and teaches students daily the importance of being good neighbors.

- (d) Please refer to the *Budget* and *Budget Narrative Form*, as well as *Section VI. Continuation Plan* for this information.
- (e) AFPCS regularly engages with parents, families, and the community. AFPCS cultivates parent involvement at every opportunity, including an active Parent Advisory Board, book fairs, open houses, field days, and celebrations, etc. Each month, AFPCS holds a Family Unity Night with a unique theme, student performance, a meal, and a parent/family education component. AFPCS keeps parents apprised of all school activities via a bi-monthly newsletter. AFPCS also enjoys an active Parent Advisory Board with officers elected in the first month of the year. Over the course of the last charter term, AFPCS has worked to create stronger community partners that support the mission of the school.

AFPCS has a huge support base from our partners in and around our community. AFPCS values all stakeholders throughout the community and teaches students daily the importance of being good neighbors.

- (f) The School District of Philadelphia operates AFPCS' transportation program, with approximately two-thirds of our student population using this service. AFPCS understands that any AFPCS student who receives special education services is entitled to transportation to and from school and to school related activities if his/her IEP Team (which includes parents) determines that specialized transportation is necessary as part of the child's free and appropriate public education (FAPE). If an IEP lists a specific type of transportation as a "related service" in a student's IEP, AFPCS will provide this service at the school's expense.
- (g) In the last three years, AFPCS' within year retention percentage and percentile ranking as well as its across year retention has increased. Further, the number of students with zero out of school suspensions has increased to 92%. Our multi-tiered system of supports and school wide behavior system has been fine-tuned over the years to reduce occurrences of disciplinary behaviors. Please refer to *Section V. Quality of the Eligible Applicant* for additional information about AFPCS' approach to culture and student conduct.
- (h) As a single-school operator, AFPCS has sole discretion and control over AFPCS budgets and operations, including personnel decisions. See Article IV of the Charter Agreement between the School District of Philadelphia and AFPCS in *Appendix G* for the language granting this authority to AFPCS.
- (i) In the admission of students, AFPCS complies with § 17-1723-A of the Pennsylvania Charter School Law. Specifically, AFPCS is open to all resident children in the

Commonwealth of Pennsylvania. If more students apply to the charter school than the number of attendance slots available in a given year, then students are selected on a random basis (a lottery) from a pool of qualified applicants meeting the established eligibility criteria and submitting an application by the deadline. However, preference is given in enrollment to siblings of students presently enrolled in the charter school. Also, first preference is given to students who reside within the School District of Philadelphia. In accordance with § 17-1723-A of the Charter School Law, AFPCS does not discriminate in its admissions policies or practices on the basis of intellectual ability, athletic ability, measures of achievement or aptitude, status as a person with a disability, proficiency in the English language, or any other basis that would be illegal if used by a school district. Also, AFPCS does not discriminate in its admissions policies on the basis of race, sex, color, national origin, ethnic origin, religious beliefs, or political affiliation. AFPCS accepts new applications year-round, however only applications received by the announced date in March will be eligible for the lottery held in April each year. Applications received after the announced date in March are automatically placed at the end of the waiting list. The number of openings for each year is based on the number of students who will not be returning the following year. When there are more applicants than available seats in the school, an admissions lottery is held to determine enrollment and position on the waiting list. In April of each year, a lottery is held and students are randomly drawn to fill the vacant student slots, and the remaining names are placed onto our waiting list. The date of the lottery is communicated to parents via the website and on the admissions application itself and all students who apply by the stated deadline are eligible for the lottery. As seats open in the school through student transfers, enrollment is extended to the highest ranked

student on the waiting list in the grade with the corresponding opening. To better ensure equitable access to AFPCS, the school's website provides links to the admissions application in English and Spanish. Families can also access the application through the School District of Philadelphia's Charter School Office website.

- (j) As a school serving an individualized learning mission, AFPCS monitors the performance of all of its students through multiple academic diagnostic and benchmark assessments administered throughout the school year. School wide data allows us to ensure that learning opportunities are equitable and tailored to the needs of each individual child through our Multi-Tiered System of Supports (MTSS) program. In addition to MTSS and the Student Assistance Program (SAP), AFPCS identifies students through routine annual screenings (speech and language, occupational therapy, vision, hearing), as well as parent referral and/or a referring physician or outside agency. Each year, AFPCS publishes a notice to the public, via the School District of Philadelphia, that includes:

- A description of available special education services and programs.
- The purpose, time, and location of screening activities provided.
- How to request a screening or evaluation.
- The procedural safeguards and confidentiality rights of parents.

AFPCS delivers specially designed instruction and all related services in a variety of service models. Depending on each student's individual needs, they are seen on an itinerant, part-time, or full-time level. AFPCS currently has one student who is placed in an Approved Private Setting to provide the level of service needed. AFPCS contracts with various agencies and service providers to ensure all students are screened, evaluated and provided with qualifying services in accordance with FAPE (Therapy Solutions, MACCS,

Temple University Dept. of Communication Sciences and Disorders, Dr. Erin vonZuben).

Students are progress monitored regularly to ensure the resources and services are appropriate for each disability type and parents are provided with progress monitoring data, as well as a Special Education report card at each trimester (more frequently if requested).

(k) In accordance with the Pennsylvania Charter School Law, AFPCS is a public charter school authorized by the School District of Pennsylvania and operated independently by AFPCS' Board of Trustees. AFPCS serves students in grades K-8, admits students on the basis of a lottery, and provides educational services to students free of charge. AFPCS is subject to and complies with all applicable federal, state, and district laws and policies. See the Charter Agreement between the School District of Philadelphia and AFPCS in *Appendix G* for additional information, including performance metrics, assurances, and requirements.

(l) Not applicable.

(m) Not applicable.

(n) Logic model

Resources	Activities	Short-Term Outcomes (Year 1)	Intermediate Outcomes (Years 2-3)	Long-Term Outcomes & Impact (Year 4)
<ul style="list-style-type: none"> • AFPCS staff • Families & students • School District of Philadelphia • Pennsylvania Dept of Education • CSP Grant Funds • Time 	<ul style="list-style-type: none"> • Hire staff and establish added classrooms and offices <ul style="list-style-type: none"> ○ Recruit and encourage student applications through community outreach and advertisement ○ Recruit and hire additional staff ○ Vet, select, and purchase 	<ul style="list-style-type: none"> • Increased student enrollment by 25 • Hired additional 5 staff to serve increased enrollment • Increased student-technology device ratio to have devices for 63% of students • Increased student attendance and retention rates 	<ul style="list-style-type: none"> • Increased student enrollment by 75 • Hired additional 14 staff to serve increased enrollment • Increased student-technology device ratio to have devices for 69% of students • Increased student proficiency rates 	<ul style="list-style-type: none"> • Increased student enrollment by 100 • Hired additional 16 staff to serve increased enrollment • Increased student-technology device ratio to have devices for 71% of students

	<p>equipment, technology, and supplies</p> <ul style="list-style-type: none"> • Provide staff with additional professional development <ul style="list-style-type: none"> ○ Organize, develop, and deliver PD on social-emotional learning, restorative practices, inclusive practices, and cultural understanding ○ Organize, develop, and deliver PD targeted to school administrators 	<ul style="list-style-type: none"> • Over 90% of participants will rate professional development as effective 	<p>by 18 to 22 percentage points on ELA, math, and science PSSA</p> <ul style="list-style-type: none"> • Increased student attendance and retention rates • Decreased student chronically absent rate by 1 percentage point • Increased Student Survey School Climate SPR metric • Maintained Parent Survey School Climate SPR metric • Over 90% of participants will rate professional development as effective • Over 90% of teachers will implement strategies from professional development 	<ul style="list-style-type: none"> • Increased student proficiency rates by 28 percentage points on ELA, math, and science PSSA • Increased student attendance and retention rates • Decreased student chronically absent rate by 2 percentage points • Increased Student Survey School Climate SPR metric • Maintained Parent Survey School Climate SPR metric • Over 90% of participants will rate professional development as effective • Over 90% of teachers will implement strategies from professional development
--	--	--	---	--

(o) Please refer to *Appendix F* for this information.

Additional application requirements for Replication and Expansion of High-Quality Charter Schools (CFDA number 84.282E)

(a) Please refer to *Appendix E* for this information.

(b) Please refer to *Appendix E* for this information.

(c) Please refer to *Appendix E* for this information

(d) Please refer to *Appendix E* for this information.