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Folk Arts-Cultural Treasures Charter School Expansion: Project Narrative

The Folk Arts–Cultural Treasures Charter School (FACTS) is a K-8 public charter school in Philadelphia’s Chinatown. Now in its 13th year, FACTS offers a high quality, free public education to students in this high poverty city. The US Department of Education named FACTS a 2016 National Blue Ribbon School (as an Achievement Gap Closing School). In 2016-17, the School District of Philadelphia rated 300 district and charter schools and placed FACTS in its top tier, or Model School Tier – a rating received by only 12 schools. FACTS received 97% of possible points in our Annual Charter Evaluation recently released by our charter authorizer (the School District of Philadelphia) that measures academic success, organizational compliance and viability, and financial health and sustainability.

FACTS currently has 508 students and has been granted a Charter Amendment by our Charter Authorizer to expand our maximum capacity to 847. Our plan for expansion is to open up an additional classroom in each of the grades K to 4 in 2020-21 and enroll new Kindergarten classes until we have expanded to three classes in all grades from K-8. Beginning with the 2017-18 School Year, FACTS implemented a Newcomer Program for middle school students who are beginning English Learners, which is a sheltered program designed to address the particular challenges faced by immigrant and refugee youth in grades 6-8, in the beginning stages of learning English, including survival, social, and academic English. Students receive grade level instruction in academic content areas while preparing to enter high school. FACTS’s program is the first of its kind in the City of Philadelphia for the middle school years; such a program is not even available through the School District of Philadelphia, which only has a newcomer program in the high school years. During this expansion project, FACTS will continue to grow this program.

In order to accommodate this expansion, FACTS will need to move to a new facility in the 2020-21 school year. FACTS is working with a developer who will build a new building for the school just two and a half blocks away from our current location. Construction will begin in the fall of 2018 and be ready for occupancy by July 2020. We have been preparing and planning for this new facility for the past eight months.

COMPETITIVE PREFERENCE PRIORITIES

Competitive Preference Priority 1—Supporting High-Need Students by Increasing Access to High-Quality Educational Choice.

FACTS is designed to increase access to educational choice and improve academic outcomes and learning environments for English Learners. By growing the school and by creating a program specifically to serve middle school students who are new to learning English, FACTS will increase its number of English Learners, a population that is severely underrepresented in Philadelphia’s charter school sector. In addition, FACTS serves a percentage of Children with Disabilities that is comparable to surrounding schools.

Currently 19% of FACTS students receive English Learner Development Services. English Learner students are particularly under-represented in Philadelphia’s charter school sector. Out of the 48 Philadelphia K-8 charter schools, 35 reported serving 5% or fewer English learners. Fewer than 4% of charter school students are English Learners although English Learners represent 11% of Philadelphia public school students. (2016-17 SDP Annual Charter Evaluation data).

16% of FACTS students are students with disabilities compared to 14% in the School District of Philadelphia as a whole.

Competitive Preference Priority 3—Single School Operators.

FACT Charter School operates only one school. FACTS will remain a single school operator after our expansion. We will move our entire school to one new, larger facility that will accommodate our current school population and our expanded population.

SELECTION CRITERIA

(i) Contribution in Assisting Educationally Disadvantaged Students

FACTS was founded in 2005 by two Philadelphia community organizations, Asian Americans United (AAU) and the Philadelphia Folklore Project (PFP), specifically in response to the needs of immigrant and refugee English Learners. After 18 years of advocating and organizing to address the particular needs of Asian immigrant and refugee students and English Learners in Philadelphia public schools, Asian Americans United turned to the strategy of institution-building. By starting a charter school, AAU sought to model how to provide high quality services to Asian immigrant and refugee students and English Learners more generally. AAU aimed to design a school that could bridge the gulf of isolation, unfamiliarity with institutions, and language barriers that prevent some parents from playing active roles in the education of their children – and a school that could nurture students to develop the character, skills, and sense-of-self they need to thrive in this world.

AAU felt a particular responsibility to start a school that serves the needs of Chinese immigrant children since working with its own Chinatown Parents' Association helped lead AAU to the point of starting a school. But because our society is so often fractured along lines of race, ethnicity and language, AAU also wanted to build bridges between and among immigrant and non-immigrant communities. Therefore the founders sought to design the school to be multiracial and multiethnic, and a mix of native English speakers and English Learners. The

founders believed that a critical 21st Century skill is for our students to be able to find commonalities across race, language, culture, immigrant status, and other differences and to learn to work and grow with individuals who are different from themselves. Therefore, AAU reached out to its longtime ally, the Philadelphia Folklore Project, to partner in founding the school. The founders' shared vision was to create a deliberately multiracial/ multi-ethnic school, by adopting a folk arts approach that welcomes the knowledge, wisdom, and traditions of all our families into our school.

FACTS was founded on the idea that the students, staff and families of our school are cultural treasures; they are sources of knowledge. Too often children, especially children living in poverty, immigrant/refugee children, and children who speak non-standard English are asked to check their home cultures, their community knowledge and community ways of knowing at the door of the school. But FACTS drives success by making connections with the diverse cultural communities in our school and reducing the home/school divide. We do this by paying attention to and valuing students' home cultures as part of our regular teaching practice and whole school culture.

Many schools that serve immigrant and refugee students have full assimilation as a baseline expectation and goal. While we recognize the need for children to successfully navigate mainstream culture, all too often, this has been at the expense of their own home cultures and has caused pain and confusion among immigrant and refugee families. Our school seeks to educate and give children necessary linguistic and social skills for becoming successful students in America, while at the same time affirming their home cultures. Allowing families to secure a physically and psychologically safe space for the acquisition of linguistic and social skills will

give children and families both a base, and the confidence, necessary to exercise their responsibilities as members of a democratic civil society.

With a dual emphasis on academic learning and traditional knowledge, FACTS seeks to build bridges a) within immigrant families who find dissonance between the experiences of the elder members and those of the children growing up in America, and b) between and among immigrant and non-immigrant communities. FACTS strives to bridge intergenerational schisms exacerbated by the immigration experience through honoring arts and knowledge that exist in communities. FACTS affirms that there is a rich source of traditional knowledge within our communities – knowledge which reflects culture not only in a material sense, but in the deep and time-honored ways in which arts and values are transmitted across generations.

FACTS is located in Philadelphia’s Chinatown North, both to serve the particular needs of the Chinatown community and because of the neighborhood’s central location as a welcoming place for diverse immigrant and refugee populations. Chinatown is a 150-year old residential neighborhood, a spiritual and cultural hub for Asian Americans in the Delaware Valley, and a vibrant economic enclave. But FACTS is one of the few public spaces and public institutions serving this often-neglected neighborhood.

FACTS is a Title I School. FACTS’s Identified Student Percentage (ISP) qualifying for free lunch under the National School Lunch Program using the Direct Certification method (based on data from SNAP, TANF, FDIR, etc) is 63%.¹ According to the most recent School Performance Profile compiled by the Pennsylvania Department of Education, FACTS was 78% economically disadvantaged. FACTS has a diverse student body (69% Asian, 15% African

¹Since becoming part of the NSLP Community Eligibility Program, FACTS has ceased to collect individual free and reduced lunch eligibility information and therefore we lack comprehensive data on how many students are from low-income families. The NSLP reimburses FACTS for 100% of our students who eat breakfast and lunch.

American, 5% Latino, 4% White, 7% Multiracial, 70% children with home languages other than English).

FACTS has become a nationally recognized leader in serving English Learners. FACTS was one of two charter schools invited by the Department of Education's Office of Innovation and Improvement and Office of English Language Acquisition to present at a 2014 convening to discuss enhancing access to high quality ESOL services in charter schools. FACTS' parental outreach among parents of EL students was the subject of a 2015 video case study by the National Charter School Resource Center, and FACTS was showcased in the National Alliance for Public Charter Schools, 2013 *Serving English Language Learners: A Toolkit for Public Charter Schools*. FACTS maintains its commitment to the system of public education and has been invited to share its drivers of success with the School District of Philadelphia's Superintendent's cabinet and leadership team.

FACTS has demonstrated experience in enrolling a high percentage of educationally disadvantaged students and enabling them to achieve challenging state academic standards. In the 2017 Math PSSA tests, 62% of FACTS students scored advanced or proficient compared to 19% of School District of Philadelphia students and 43% of students in Pennsylvania. In the 2017 ELA tests, 66 % of FACTS students scored advanced or proficient compared to 33% of School District of Philadelphia students and 61% of students in Pennsylvania.

(ii) Quality of the Project Design

The purpose of this project is to increase access to high quality charter school education to educationally disadvantaged students and to under-served English Learner students, in particular. In order to expand while at the same time maintaining our unique mission and high level of performance, FACTS must sustain the effective programs, practices, and approaches that have

led to our current success as significant numbers of new staff and new students join our school community. For the fuller explanation of our Theory of Action, measurable outcomes, and performance targets, please see the attached Logic Model.

Goal 1: FACTS will create increased access for educationally disadvantaged students to high quality charter school education

Objective: FACTS will expand from two classrooms per grade (K-8) to three classrooms per grade (K-8) by 2024-25, filling every class to capacity (28 students)

Objective: In order to expand its enrollment, FACTS will move to a larger facility that will provide a comfortable, safe, efficient, and effective learning and teaching environment.

Goal 2: An increased number of English Learners will have access to a culturally responsive, high quality education at FACTS

Objective: FACTS will continue to serve more English Learners than surrounding schools by maintaining its current percentage of English Learners

Objective: FACTS will continue to grow its specialized program designed for middle school beginning English Learners

Goal 3: FACTS will maintain its high level of academic performance as it expands

Objective: FACTS will meet or exceed state averages on Math PSSAs

Objective: FACTS will meet or exceed state averages on ELA PSSAs

Objective: 70% of FACTS students at every grade will read on grade level

Goal 4: FACTS will sustain and grow the unique mission, practices, and program that have led to its success

Objective: FACTS will maintain its unique school mission and culture as a significant number of new teachers and students join the FACTS community.

Objective: FACTS will maintain an inclusive environment for all students, especially those with IEPS and those who are English Learners.

It is assumed that there will be challenges during this period of expansion. Students who are new to FACTS will not be familiar with and may not immediately embrace the school culture and expectations with which FACTS students grow up. Teachers and staff who are new to FACTS may not be familiar with or bring with them the skills to implement a folk arts education approach, FACTS's specialized academic programs, and our approaches to creating a supportive school environment. It is also expected that many students who transfer to FACTS in the 2020-21 school year will have foundational gaps in their math and/or ELA and other academic subject area skills and knowledge. This expectation is based on our years of experience enrolling students who enter FACTS after Kindergarten when spaces open up. We have found that a high percentage of students who transfer from other schools to FACTS require additional support through our RtI process. Our expectation is also based on our experience in the initial opening of FACTS when we enrolled students in grades K through 5 in our first year. As we expand, we will address these challenges by paying special attention to teacher and staff recruitment and training; student recruitment focused on ensuring that a high percentage of English Learners enter our lottery; providing additional supports for positive student behavior; implementing core academic programs and curricula with fidelity; implementing core social and emotional programs with fidelity; building a sense of team among new and existing staff; and targeting special resources to addressing the academic, emotional and social needs of all students.

FACTS's Key Practices for Serving English Learners Effectively: Welcoming the Home Languages and Cultures of Our Students into the Schoolhouse

"Before I joined African dance, I had a hard time in school and concentrating because I would have emotions like despair and a little bit of hatred inside of me. But when I joined

African dance, it changes you in a way. [Dancing] can be that one thing that can keep your whole head together, that one thing that can make you feel as if you are not a freak or an outcast, that one thing that can make your life better.”

–D.W., FACTS Alumni, written as a 7th grader

FACTS is a K-8 school that models transformative education and demonstrates the power of centering folk arts in schools. Folk arts are infused in the school: daily and annual rituals create our unique school culture; students learn to use folk arts inquiry skills including observation, interviewing and meaning-making; children and families bring their home knowledge into the school; and master folk artists from diverse community traditions teach our students.

At a time when fissures seem to be growing between racial and ethnic groups and between immigrants and non-immigrants, FACTS is a deliberately multi-racial/ multi-ethnic school that values the knowledge, wisdom, and traditions of all our families. An 8th grader wrote: *“In my neighborhood, I experience racism. People call me racist names because I am Cambodian and different from them. But here at FACTS, there are other kids like me and we are taught to be confident in ourselves and faithful to who we are and where we come from.”*

FACTS’s Folk Arts Program exposes students to exceptional art and artists and supports students’ heritage cultures by reinforcing their value as important knowledge traditions and sources for creative expression throughout life. Our program also supports intercultural relationship building through direct substantive experiences with the heritage arts of other cultural groups. Furthermore, the structure and goals of the Folk Arts Program are set up to accommodate diverse learning styles and to intentionally include students who may not be excelling academically or may who have learning disabilities or other challenges.

Folk arts are embedded in FACTS's academic curriculum. FACTS students learn about music and movement from an African American dance troupe, learn about character development through studying and enacting the Monkey King legend with a Chinese shadow puppet artist, learn about fables through hearing a master storyteller from Liberia and creating their own fables, and learn about remembrance traditions through creating shadowboxes of daily life, *cajitas de la vida diaria*, with a Mexican folk artist. Every year, National Heritage Fellow Losang Samten creates a Tibetan sand mandala at the school. Every classroom has lessons to deepen their understanding of the artist, his community, or his art form and has a chance to observe and interact with Losang over the week that he creates the mandala. When students observe Losang's creative process, they have a chance to learn about how peace is valued by a different culture and how folk arts can play an important role in working towards peace.

Classroom teachers integrate folk arts education pedagogy and content into their teaching. A fourth grade social studies unit compares two different communities, Chinatown and South Philadelphia. A third grade social studies unit explores the foodways that are practiced in students' homes. A culminating folk arts project gives every seventh grader the opportunity to explore a folk arts topic and present their learnings to their peers. Through incorporating folk arts into content area classrooms, FACTS provide an opportunity for students to work on skills of observation, interviewing (and listening), surveying, and reflection which support academic learning.

Students in grades 3 to 8 are provided opportunities to study one of six folk/traditional art forms in depth, committing to give up recess once a week for an entire school year to be able to study Indonesian dance, African diaspora drumming, Chinese Opera, African American step, Vietnamese *đàn tranh* (17 string zither) or Hung Gar Kung Fu/lion dance. In the folk arts

program, FACTS prioritizes art forms based on criteria including: connection to the heritage of FACTS students, significance of an art form to the community from which it emerges, appropriateness for a particular grade or content area, and representation of the diverse communities present in FACTS.

Our school calendar is rich with ritual events that help define our school community. For example, the whole school celebrates and learns about Lunar New Year. Whether or not this holiday is part of their home culture, students are invited to reflect on the ways that their own families celebrate whichever New Year they celebrate; they can note similarities and differences both within and between different cultural traditions. The more we do this, the more students are able to recognize differences as variations rather than seeing some as valid and others as inferior. When we bring students' experiences and knowledge into the classroom, the teacher becomes a learner along with the rest of the class, and student knowledge and diverse community practices are shown to hold value.

Our students come from populations that have historically had minimal access to arts education. For immigrant/ refugee families, the added stress of adjusting to a new land can introduce tensions surrounding keeping children connected to their heritage. FACTS strengthens students' academic and social skills while at the same time affirming their home cultures. This approach is supported by researchers such as Cummins, Ofelia and Kleifgen who promote the idea that a "transformative/ intercultural pedagogy not only authorizes language minority students to engage in collaborative critical inquiry, but by affirming their cultural practices this pedagogy also recognizes their knowledge and identities." They argue that this "process is

transformative and intercultural, including majority and minority children and affecting the school culture and society in general.”²

Ester J. De Jong, in summarizing some of the key principles of effective programs for English Learners, cites the Principle of Affirming Identities that “stresses the importance of validating diverse cultural experiences and of creating spaces for diverse student voices. Teachers find out what knowledge students have developed at home and in the community (‘funds of knowledge’” Gonzalez, Moll & Amanti, 2005) and incorporate this knowledge into their curriculum content to make meaningful connections to their students’ lives.”³ The essence of our folk arts education program and pedagogy taps into these funds of knowledge by welcoming community and home knowledge into the school; folk and traditional knowledge catalyze new learning and critical inquiry.

Commitment of Resources to ELD

FACTS commits significant resources to its English Learner Development Program. FACTS currently has one ELD Teacher for each grade group (K-2, 3-4, 5-6, 7-8) and another ELD Teacher for its sheltered beginning English program for middle school students (grades 6-8). This staffing of the ELD program allows ELD teachers to work in close partnership with content area teachers. ELD teachers support the education of ELD students through a flexible model combining push-in and pull-out instruction, depending on the needs of students. ELD teachers support content area teachers through a combination of co-teaching, collaborative

² Ofelia Garcia & Jo Anne Kleifgen, *Educating Emergent Bilinguals: Policies, Programs, and Practices for English Language Learners*, Teachers College Press, NY, 2010, p. 75; J. Cummins, *Language, power, and pedagogy: Bilingual Children Caught in the Crossfire*, Clevedon, UK: Multilingual Matters, 2000.

³ Ester J. De Jong, “How can teachers build on the linguistic and cultural resources that their students bring with them to school?” in Else Hamayan & Rebecca Freeman Field, eds, *English Language Learners at School: A guide for Administrators*, Caslon Publishing, Philadelphia, 2012, p. 145.

planning, pushing in, modifying instruction and assessments for students, and modeling instruction and providing training to instructional staff on ELD best practices. A full time ELD Coordinator supports the professional growth of the ELD team, tracks and maintains compliance, supports instruction in the middle school newcomer program, and is active in planning for FACTS's growth and continued development of the middle school newcomer program.

FACTS' success in ELD education lies in part in the school's commitment to staffing our ELD program with an adequate number of highly skilled and qualified ELD educators. In addition, all FACTS teachers receive training in specific best practices for working with EL students. Written communications home are routinely translated and sent home in the major languages of our school's population. All school staff are trained in and expected to use our telephonic interpretation service when communicating with students' families. We provide interpretation at all of our school events and at parent-teacher meetings.

Core Practices and Programs That Advance FACTS's Mission and Drive Our Success

FACTS advances our mission through unique programmatic offerings and mission-driven initiatives including: Singapore Math[®] and Eureka Math[®], a robust ELD program, Mandarin language instruction, folk arts education, a focus on social justice, collaboration with our founding organizations, commitment to the Chinatown community, and teacher collaboration. Some of our programs, such as Singapore Math, ELD, and Folk Arts Education have attracted national attention. We have extended and continue to share our best practices with the broader education, immigrant and refugee, and folk arts communities. Last year, 20 schools sent educators to observe and learn from the FACTS experience. The work of FACTS has been shared at conventions, conferences, forums, webinars, and in publications. We are committed to education reform and believe in educators uniting to make real changes in education.

The successes of FACTS include a stance that the social curriculum is just as important as academic programming. FACTS strives to create a safe learning community so students can develop socially, emotionally and academically. This is established and maintained through creating a schedule that provides opportunities for teachers to teach social skills, infusing folk arts pedagogy into the school, training teachers using the Responsive Classroom® approach, and having continuous dialogue among staff about anti-bias education and school reform.

FACTS is designed to provide a culturally-driven, academically rigorous choice in public education to children from grades K-8. We seek to involve families and communities at a very high level, and to respect, and actively use, the heritage arts of families and communities served by the school. As a culturally-focused model of education, guided by a philosophy of excellence, FACTS is anchored by team members who believe that education can be academically rigorous *and* culturally-driven, promote individual excellence *and* collective responsibility, and allow students to walk comfortably in the world of their cultural origins, in the diverse city in which they live, *and* in academic and professional worlds.

As FACTS expands and brings a significant number of new teachers, staff, and students into our school community, it is critically important that we maintain implementing our core programs with fidelity. The school leadership team is committed to maintaining and continuing to strengthen the key features of FACTS that have driven our success in our first thirteen years.

Practicing Cultural Competence: FACTS supports young people's intellectual, expressive, social, and moral growth by engaging them as active contributors to their communities. FACTS provides a culturally competent school setting that honors the languages and cultures of all of our students. Our school seeks to educate and give children necessary

linguistic and social skills for becoming successful students in the US, while at the same time affirming their home cultures.

Infusing Folk Arts: FACTS utilizes folk arts to promote learning and strengthen children's spirits and their communities. Folk arts – arts that come out of communities and that are valued in communities – are central to the mission of the school. Folk arts recognize the skills and honor the talents that parents, artists, and people who live in communities can contribute to the whole education of children. Learning folk arts and cultural traditions helps build respect for different cultural traditions. Furthermore, folk arts tap into students' multiple ways of learning and give students opportunities to express knowledge and learning in a variety of ways. Because folk arts carry within them deep values of community, responsibility, patience, and persistence – encouraging learning over time – folk arts contribute to the fundamental character development of children in culturally relevant ways. Folk arts are infused into the curriculum, pedagogy, and culture of our school.

Teaching Social and Emotional Intelligences: At FACTS, we work to meet the social, emotional, and academic needs of our students by building relationships with students and families, incorporating folk arts and culture into the curriculum, setting high expectations, and providing students with academic rigor. Creating a positive school culture at FACTS is proactive and reactive. Proactively, we work with children to create, teach, and practice positive expectations. Reactively, we use logical consequences to help children regain control and take ownership of their actions and choices. FACTS has adopted the Responsive Classroom program approach, and its middle school counterpart Developmental Designs, in the effort to foster a caring, thoughtful and structured school environment for all students. The Responsive Classroom® and Developmental Designs® approach encourage community building through

dialogue and established routines. For example, we set aside time every day and at every grade level for Morning Meeting. Investing this time in building trust in the classroom community, in students getting to know each other, in creating time to acknowledge every person, and in practicing caring and respect helps promote learning and also supports the students' growing social and emotional skills. We identify life skills (such as cooperation, compassion, active listening), name them, practice them, and recognize when students are applying them. The school invests in this social curriculum and sees it as a critical to our success.

Using a Research-Based, Rigorous Curriculum:

Math: Singapore Math[®] was developed in the 1980s Singapore to serve its lowest performing students in math. With the implementation of Singapore Math[®], the country saw a steady increase in performance that resulted in outperforming their counterparts on international standardized tests. In Singapore Math[®], students learn to master fewer mathematical concepts at greater detail. They learn concepts using a three-step learning process: from 1) the concrete hands-on learning to 2) using pictorial representations of mathematical concepts to 3) solving mathematical problems by using numbers and symbols. This approach is particularly well suited to the learning needs of many ELD and Special Education students. Singapore Math and Eureka Math are aligned to the Common Core; FACTS has brought our math curriculum into alignment with the PA Core Standards by conducting a gap analysis and addressing curricular topics required by the PA Core Standards.

Literacy: FACTS is driven towards reflective practices and strives for continuous improvement. We use data to make course corrections along the way. After analyzing data in our first years of operations, FACTS adopted a new literacy curriculum and approach. FACTS adopted the Teachers College Reading and Writing Projects[®] (TCRWP) as the core component

of our ELA curriculum. TCRWP® provides opportunities for targeted and intentional teaching that utilizes student data to inform and guide instruction. The structure of a Reading and Writing Project includes a brief mini-lesson that teaches a specific skill, conferences with individuals, small group strategy lessons, and independent student reading and writing. Teachers use conference notes during independent conferences or small group instruction to assess and monitor students and to tailor lessons to meet individual needs. Research has shown intentional targeted teaching supports student achievement more than any other intervention strategy. FACTS's TCWRP curriculum is fully aligned to PA Core Standards.

Building Critical Thinkers through Essential Questions: FACTS has developed our own Social Studies and Science curricula using the Understanding by Design® framework. The essential question directs the course of student reading, research and inquiry. Essential questions are powerful, directive and commit students to the process of critical thinking through inquiry. Ultimately, the answer to the essential question will require that students craft a response that involves knowledge construction. This new knowledge building occurs through the integration of discrete pieces of information obtained during the research process. Answers to essential questions are a direct measure of student understanding. The Social Studies and Science curricula were developed to align with the Pennsylvania Department of Education Standards Aligned System (SAS).

Reflective Practices and Staff Collaboration: FACTS understands that our staff are integral to building a successful school community of learners and that staff are stakeholders in the continued progress and development of the school. FACTS is committed to building a professional, collegial, and collaborative school culture that meets staffs' needs as well as those of the school. FACTS emphasizes a collective approach to understanding how each child in the

school progresses in key academic and social/emotional areas through our team-based learning and teaching model. Both instructional and non-instructional staff are essential to the fulfillment of our mission. By creating a school community in which all staff are stakeholders in the success of the school, in which they have control and input into the school's culture and development, and in which there are opportunities for continued growth and learning, FACTS will retain and improve the qualifications, commitment, and experiences of our staff.

Summary: In order to achieve our mission, FACTS has adopted unique school-wide educational goals, academic and social curricula, institutional practices, and a culture of learning and continuous growth. These have not only kept FACTS mission-focused, but have also driven our ongoing progress on standardized assessments. Our successful expansion will hinge on our ability to continue to implement these programs and practices with fidelity.

Our Theory of Action, Goals, and Objectives are articulated in the attached Logic Model.

(iii) Quality of Project Personnel

Management Team

FACTS has the operational and administrative capacity to expand FACTS while maintaining the high level of quality and performance that FACTS has so far achieved.

The Administrative Council is the leadership body that gives guidance to and informs the decisions of the Executive Director and the Principal. The members of the Administrative Council in addition to the ED and Principal include: the Director of School Culture, the Director of Finance, the Associate Director, the School Social Worker, the Special Education Supervisor, and the Non-Instructional Coordinator. The current FACTS Administrative Council possesses specialized training and the unique skills and backgrounds essential for FACTS to expand and function harmoniously in advancing its mission and vision.

Four of the eight members of the leadership team were former teachers at FACTS, thereby insuring that school decisions are made through an educator's lens. Four of the members of the Admin Council are current or former parents of FACTS students. The importance of school climate and behavioral supports for our students is also represented on our leadership team; our Director of School Culture (who is trained in Nonviolent Crisis Intervention from the Crisis Prevention Institute) and School Social Worker (who holds a PA School Counseling Certification) bring critical perspectives to management decisions. Our leadership team recognizes that school culture and positive student behavior are essential to creating academic success. Our Principal is a former ESOL teacher and ESOL coordinator, and the Special Education Supervisor is a member of the Administrative Council; therefore, the needs and interests of English Learners and students with disabilities and professional expertise in the areas of ELD and SPED are always present in leadership discussions and decisions. Our Associate Director is a former FACTS teacher who has a background in corporate telecommunications management; she has overseen federal compliance (Titles programs and NSLP), solidified our HR systems, and established a more robust data management system that has increased the efficiency, effective communications, safety, and compliance of the school. Our Finance Director has over twenty-five years of experience in non-profit administration, marketing and finance; the Finance Director's experience as the Chief Operating Officer and Managing Director of non-profits gives him a wide range of skills and background on matters ranging from human resource policies and facilities contracts to grants management and lease negotiations. The Administrative Council's leadership at FACTS has supported a high-performing, safe and supportive learning community and will continue to lead strategically, intentionally and collaboratively.

Principal: Pheng Lim has been FACTS' principal since 2012. She holds a Master of Science in Education from Temple University. She is a Philadelphia Academy of School Leadership Neubauer Fellow and was a nominee for the 2016 Terrel H. Bell for Outstanding Leadership Award. The American Folklore Society awarded her the 2016 Robinson-Roeder-Ward Fellowship as an exceptional educator in folk arts education. Lim has presented at numerous regional and national conferences in education and was highlighted in the May/June 2017 edition of the National Association for Elementary School Principals in an article, *Entrepreneurial Leaders Redefine the Principalship*. She served on Philadelphia's Universal Pre-K Commission in 2015 and 2016. She holds Pennsylvania certification in the following areas: Administrative, Early Childhood, Elementary, Special Education, ESOL Program Specialist, and Mid-level English. Lim was a founding teacher of FACTS in 2005 and rose to become the ESOL Supervisor before being appointed Principal. She brings to FACTS a first-hand understanding of the refugee experience and the experience of being an ESOL student. Her deep understanding of the community needs combined with her experience and demonstrated skill as an educator and administrator make her the ideal school leader as we expand. Lim is the parent of a student at FACTS.

Executive Director: Ellen Somekawa, Executive Director of FACTS since 2014, has an M.A. in History from the University of Pennsylvania. She served as the Commonwealth of Pennsylvania's first Asian American Community Specialist, providing technical assistance to Pennsylvania Asian American organizations and initiating projects to build the capacity of refugee organizations. Somekawa was the Executive Director of Asian Americans United, one of FACTS's founding organizations, for 18 years. While at AAU, she oversaw the process of visioning, building organizational consensus, planning, and gathering community support that

resulted in the founding of FACTS. In 2004 and 2005, her work (and the primary work of AAU) centered on launching FACTS. Somekawa was centrally involved in the original program design and charter application, grant writing, recruitment of students, staff hiring, facilities planning, procurement, and establishing the Board of Trustees and its policies and procedures. In 2005-06, she served on the facilities team responsible for the renovation of the facility that FACTS has occupied from 2006 to the present. Somekawa and AAU remained an active partner and stakeholder of FACTS from 2005 to 2014, participating in the development of the folk arts program. Somekawa is the parent of two FACTS alumni.

Board of Trustees

The Board of Trustees of FACTS has stewarded the school's resources, guided the school through leadership transitions, and safeguarded the school's unique mission. The Board has a breadth and depth of experience including: executive non-profit leadership, development and fundraising, education and educational leadership, leadership development, accounting and finance, litigation and legal matters, strategic planning, communications and graphic design, and public policy. FACTS Board Members have unique experiences, backgrounds, knowledge, and skills that support the school's mission including: expertise in folklore/folk arts, youth leadership, community-building, and immigrant and refugee community services as well as knowledge of and connections to Chinatown. The Vice Chair of the Board and a member of the facilities expansion committee, Neeta Patel, was a school founder and was the founding Chief Operating Officer of FACTS. Patel was responsible for establishing FACTS's major systems including: food services, busing and transportation, technology, facilities, student recruitment and enrollment, pupil data, government compliance, and procurement. The Board includes three parents of FACTS students.

Selina Morales, Chair, is the Executive Director of the Philadelphia Folklore Project, one of the founding organizations of FACTS. Selina brings her non-profit experience as well as her expertise as a folklorist to her role as Board Chair. She is the parent of a FACTS student. Neeta Patel, Vice Chair, is the Associate Director for Operations of the *Philadelphia Public School Notebook*, a respected independent non-profit news source about public education in Philadelphia. She has over two decades of experience working in refugee and immigrant serving organizations. Heather Davis-Jones, Secretary, is an artist and has also worked in development at several non-profit organizations. She is the parent of two FACTS students. Martin Chan, Treasurer, is a Certified Public Accountant with his own CPA firm based in Chinatown. Tim Matheny was the founding Executive Director of the Philadelphia Academy of School Leaders. An educator for more than 25 years, including 10 years as a school leader, Matheny's prior experience includes serving as Chief Intervention Officer for the New Jersey Department of Education. Xin Sheng (Simon) Liu graduated from the law department of the Beijing People's Literature Correspondence University and was one of the earliest leaders to initiate the organization of Philadelphia's Fujianese community. Ed Nakawatase retired from the American Friends Service Committee in 2005 where he coordinated Native American programs nationwide for 31 years. He has been active in Asian Americans United for over twenty years. Rev. Laurence Tom serves on the pastoral team at the Chinese Christian Church & Center in Chinatown. He has a Masters of Divinity and also studied graphic design, urban planning & public policy at Rutgers. Rebecca Rathje is the Director of Development of the Welcoming Center for New Pennsylvanians, a non-profit focusing on the economic integration and advancement of immigrants. She is the parent of a FACTS student. Amanda Thai is an experienced litigator at Cozen O'Connor and a resident of Chinatown.

Recruitment of Underrepresented Groups

FACTS's demonstrated success in recruiting and retaining underrepresented groups can be seen in the composition of its current leadership and staff. The FACTS Board of Trustees is comprised of six Asian Americans, one African American, one Latina, and two European Americans. Five are women and five are men. FACTS's Leadership Team (the Administrative Council) is comprised of two Asian Americans, two African Americans, one Latina, and three European Americans. Seven are women and one is a man. Of our non-management staff, 28 out of 51 are people of color (22 Asian American, 3 African American, 3 Latina). Our total staff composition is therefore: 41% Asian American, 9% African American, 7% Latina, 43% European American. Current FACTS staff members speak the following languages and dialects: Chinese (Mandarin, Cantonese, Fujianese, and other dialects), Hmong, Indonesian, Hebrew, Khmer (Cambodian), Korean, Spanish, and Vietnamese. This linguistic diversity provides a rich resource base for our communications with students and their families.

Our successful recruitment, hiring and retention of members of underrepresented groups are anticipated to continue as we expand. According to feedback from a staff survey, FACTS's commitment to creating a welcoming environment, our practice of anti-bias training for all staff, our mission-driven focus, and our diverse leadership team all contribute to this success in attracting and retaining our diverse staff. We are currently revamping our recruitment materials to emphasize these components of our Employee Value Proposition. Our hiring practices recognize the strengths of applicants who are mission-driven and who seek a collaborative and reflective learning community. We search for and select individuals who are experienced in working with low income, and racially and linguistically diverse student populations, who articulate a complex understanding of the challenges and strengths of these student populations,

and/or who demonstrate an open and empathetic attitude towards learning from and with the communities we serve. As we plan for 2019-20 when we will make a significant number of new hires, we intend to use platforms such as Selected (a regional online educational recruiting and employer matching service) whose current applicant pool targets mission driven educators and includes 40% people of color and 30% people who are fluent in more than one language.

(iv) Quality of the Management Plan

Operations, Compliance, External Relations

Project Director: The Executive Director serves as the Project Director for this Expansion Project. Reporting to the Board of Trustees, the Executive Director serves as the lead administrator and mobilizes the diverse resources and skills of the Administrative Council in order to uphold the mission, maintain rigorous academic programming, and ensure effective institutional operations. She provides leadership and coordination within the school and provides direction to systems, quality, compliance, school/community relationships, work culture enhancement, internal communication and consensus-building. She is the overall manager and ambassador of FACTS representing and articulating the fundamental values and mission of the school. She provides leadership to staff, administrators, volunteers and students, in addition to overseeing all aspects of the school operations. In particular, the ED oversees this expansion process in the areas of: communication and compliance with Charter School Authorizer; budgeting, financial management and long-term projections; overseeing the school's facilities planning process; procuring grant funding and other financial supports to the project; overseeing the Facilities Project Manager/Tenant's Representative; and public communications and community relations.

Facilities Project Manager/Tenant's Representative: FACTS will contract with a Facilities Project Manager/Tenant's Representative who will work under the direction of the Executive Director. The Facilities Project Manager/Tenant's Representative is responsible for: ensuring that the new school building is designed to comply with applicable statues and regulations; planning and procurement of services: such as security, IT, communications, kitchen, playground, furnishings; and planning and executing the move from our current facility into the new facility.

Teaching and Learning

Principal: The Principal serves as the instructional leader of FACTS and is responsible for achieving and sustaining rigorous academic standards, positive school culture, and a collaborative and reflective professional community of educators. The Principal provides educational leadership using the Pennsylvania Inspired Leadership Standards and administrative direction to the school while ensuring compliance with all state and federal regulations. The Principal serves as FACTS's ambassador and possesses an ability to embrace and champion the mission of the school. The Principal works collaboratively with the Administrative Council (our administrative leadership team) and the Curriculum Council (the instructional leadership team) to model professional leadership and guidance for the entire school, to direct and maintain the unique culture and vision of the organization, to nurture key community relationships, and to provide objective, data-driven and mission-centered departmental perspectives to executive-level decision-making. In this Project the Principal is responsible for maintaining the high level of academic achievement and growth and positive school climate as the school takes on the challenges of growth. She oversees the expansion process in the areas of: engaging the Curriculum Council in planning for expansion; hiring and on-boarding Instructional Staff;

professional development of Instructional Staff; providing leadership in all aspects of curriculum and considering research-based programs that help students excel; evaluating all aspects of the instructional program; overseeing the Induction program; directing parent and family outreach in support of student success; supervising the Social Worker and Director of School Culture and overseeing the programs and procedures designed to support students’ mental, physical, and social well-being, and supporting a positive learning community.

2018-19		
TASK	TIMELINE	WHO IS RESPONSIBLE
Represent FACTS’ interests about the new building	<ul style="list-style-type: none"> July-June: Review and consult with architects 	Facilities Project Manager/ Tenant’s Rep under the direction of the ED
Re-invent student recruitment materials	<ul style="list-style-type: none"> Nov: New student recruitment materials are developed and piloted 	Admin Council under leadership of Finance Director
Re-invent staff hiring materials	<ul style="list-style-type: none"> Nov: New staff hiring materials are developed and piloted 	Associate Director
Procure furniture and equipment	<ul style="list-style-type: none"> Oct: Inventory furniture and equipment needs. July-June: Identify, procure and store free or reduced-price furniture 	Facilities Project Manager/Tenant’s Rep under the direction of the ED
Prepare for move by discarding unwanted items	<ul style="list-style-type: none"> Sept: Develop instructions to staff; records maintenance protocols, etc. July-June: Discard unwanted items 	Facilities Project Manager/Tenant’s Rep provides direction to staff under the direction of the ED
Strengthen lottery infrastructure	<ul style="list-style-type: none"> Oct: Procure and get training in new automated lottery system Nov-Feb: Pilot the new system 	Associate Director
Recruit, admit and enroll <u>new</u> students through the Lottery	<ul style="list-style-type: none"> Aug-June: Targeted Community Outreach 	Community-based recruiters under the supervision of ELD

2019-20		
TASK	TIMELINE	WHO IS RESPONSIBLE
Divide Director of School Culture position into	<ul style="list-style-type: none"> July: Hire second Director of School Culture 	Executive Director and Principal DOSCs, Social Worker, Principal

upper and lower school	<ul style="list-style-type: none"> Sept-July: Collaborative planning to maintain and build strong community during the expansion process 	
Recruit, admit and enroll <u>new</u> students through the Lottery	<ul style="list-style-type: none"> September-February: Targeted Community Outreach November: Post lottery information and application February 1: Intent to Enroll Due Date February 22: Public Lottery March-June: Enrollment of new students 	Community-based recruiters under the supervision of ELD Coordinator Associate Director
Recruit, select and hire highly qualified staff	<ul style="list-style-type: none"> August-May: Recruitment September-June: Selection and hiring July: 100% of staff positions filled for fall 2020 	HR Recruitment/Hiring Assistant under the supervision of the Associate Director
Procurement of furniture, supplies and equipment	<ul style="list-style-type: none"> January: Develop specifications and RFPs for new furniture and equipment March-June: Bidding, selection, contracting June: approving contracts 	Project Manager Board of Trustees
Moving to new facility	<ul style="list-style-type: none"> July-Sept: Moving 	Coordinated by Facilities Project Manager
2020-21		
TASK	TIMELINE	WHO IS RESPONSIBLE
Provide additional Professional Development and ongoing support	<ul style="list-style-type: none"> June: Contracting staff to work a week early in August June-August: Planning the PD August: Hold additional week of PD prior to start of school August: Curricular Training for new staff Sept-June: Ongoing support, coaching, training of new staff 	Executive Director Principal with support of Admin Council and Curriculum Council Math Coordinator, Literacy Coach Curriculum Coordinators, Principal, Mentor Teachers
Set school-wide expectations and procedures	<ul style="list-style-type: none"> First two weeks of school, with re-enforcements throughout the year 	Principal, Instructional Staff supported by Directors of School Culture
Provide additional staffing to complete move in and set up in new facility	<ul style="list-style-type: none"> June: Contracting staff to work additional hours in the summer. Contract with professional movers. July-August: Move, set up 	Executive Director Coordinated by Facilities Project Manager
Provide additional student supports	<ul style="list-style-type: none"> Administer Universal Screeners to all students Plan and implement RtI Interventions 	RtI Teams, RtI Coordinators, RtI tutor/teachers

Divide School Social Worker/School Counselor Position into upper and lower school	<ul style="list-style-type: none"> • July: Hire second Social Worker/School Counselor • Sept-June: Targeted support for new K-4 students 	Executive Director and Principal Social Worker
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(v) Quality of the Eligible Applicant (20 points).

The US Department of Education named FACTS a 2016 National Blue Ribbon School (as an Achievement Gap Closing School). In 2016-17, the School District of Philadelphia rated 300 district and charter schools and placed FACTS in its top tier, or Model School Tier – a rating received by only 12 schools. FACTS has been in the Model School Tier for the past three years.

(1) demonstrated success in increasing academic achievement

The tables below illustrate FACTS’s academic growth over time. FACTS opened in 2005 with grades K-5 and expanded to capacity in 2008-09. FACTS demonstrated significant academic growth over time among all subgroups. It should be noted that in 2015, the PSSA was dramatically revised to align with the PA Core Standards; at that time the cut scores were also raised explicitly to be more rigorous. Statewide in 2015, PSSA scores dropped overall 9.4 points on ELA and 35.4 points on Math. The PDE announced that the 2014-15 PSSA was to be considered the new baseline and was not to be compared to past test scores.⁴ For FACTS, the drop in achievement among students with IEPs and English Learners was particularly stark due to the more complex language demands of the new tests.

⁴ “PA says 2015 standardized test scores dropped precipitously because of added rigor,” WHYY News, July 13, 2015: *“It isn’t useful to compare these 2015 student results directly to past results, because the tests are different,’ said department press secretary Nicole Reigelman. ‘Student performance hasn’t changed, but the test has changed considerably in some grades.’”*

FACTS ELA Scores: % scoring advanced or proficient on PSSAs, 2006-2017

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
FACTS Score	28.8	38.1	52.3	58.6	70.1	71.4	75.15	71.8	75.3	71	69	65.5
Asian Students		51.7	62.9	65	76.8	77.1	82.47	76	82	76	75	72
Black Students		20.3	29.8	38.8	54.2	55.6	58.06	58	58	56	54	50
IEP Students					19	25.6	44.44	33	35	35	15	23
ELL Students					42	35.5	45.45	36	51	26	20	19.5

FACTS Math Scores: % scoring advanced or proficient, 2006-2017

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
FACTS Score	44.6	50.3	62.2	73.7	76.3	81.2	78.05	80.9	84.7	57	54	62
Asian Students		70.4	74.8	85.6	89	88.3	88.14	89	94	68	68	74
Black Students		21.9	33.3	43.3	50	61.1	48.38	62	64	30	25	25
IEP Students					47.6	44.2	44.44	45	41	20	2	17
ELL Students					82	71	72.72	68	84	24	16	32

2) academic achievement results

FACTS is evaluated annually by the Charter Authorizer, the School District of Philadelphia (SDP). The SDP produces an Annual Charter Evaluation Report which provides evidence of the extent to which the academic achievement results (including annual student performance on statewide assessments and annual student attendance and retention rates) for educationally disadvantaged students served by the applicant’s charter school have exceeded the average academic achievement results for such students in the State. Results from FACTS’s most recent ACE for the 2016-17 school year demonstrate FACTS’s success. While the statistics below reveal various “achievement gaps” between subgroups, FACTS outperforms District schools across all subgroups.

PSSA ELA Proficiency Rates by Student Group		
	FACTS	SDP District Schools
Female	65%	39%
Male	67%	30%
Asian	72%	63%
Black	49%	26%
Hispanic/Latino	*	55%

Multiracial and Other	76%	41%
White	*	55%
English Learners	20%	12%
Special Education	26%	18%

PSSA Math Proficiency Rates by Student Group		
	FACTS	SDP District Schools
Female	57%	20%
Male	68%	20%
Asian	74%	53%
Black	26%	10%
Hispanic/Latino	*	13%
Multiracial and Other	63%	26%
White	*	38%
English Learners	32%	9%
Special Education	18%	13%

PSSA Science Proficiency Rates by Student Group (4 th and 8 th Grade Only)		
	FACTS	SDP District Schools
Female	66%	34%
Male	80%	32%
Asian	83%	63%
Black	*	23%
Hispanic/Latino	*	26%
Multiracial and Other	*	39%
White	*	65%
English Learners	*	14%
Special Education	*	16%
95% + Attendance by Student Group		
	FACTS	SDP District Schools
Female	81%	42%
Male	84%	39%
Asian	92%	74%
Black	64%	35%
Hispanic/Latino	*	37%
Multiracial and Other	59%	41%
White	*	47%

English Learners	89%	51%
Special Education	69%	32%

(3) statutory and regulatory compliance

FACTS’s Annual Charter Evaluation is attached. FACTS scored 97% of possible points in the most recent evaluation on measures related to academic success, organizational compliance, and financial health.

(vi) Continuation Plan

FACTS has been in operation successfully for almost thirteen years. FACTS’s 2005 Charter Agreement has been renewed twice: in 2010 and in 2015. Funds from CSP will be used for expenses related to expansion and not for the ordinary operating expenses of the school. The school will continue to operate as it has since 2005, largely supported by funds from state and local per pupil allocations with additional support from federal Titles Programs and the National School Lunch Program.

Application Requirements

(a) Roles and responsibilities of the eligible applicant

FACT Charter School is solely responsible for carrying out the project.

(b) A description of the quality controls

[2015 Charter Agreement and 2017 Charter Amendment attached]

(c) Parental and community input

The FACTS school community (parents and staff) have been engaged in discussions of FACTS’s expansion and facilities move through a series of four “State of the School” meetings held since June 2016. The State of the School meetings have celebrated FACTS accomplishments and shared the main concepts in FACTS’s 2016-21 Strategic Plan. The school has briefed the

parent community on the rationale behind expansion and the plans for a move to a larger facility. The school solicited feedback and participation in these plans. FACTS met with our local City Councilperson and aides to Congressmen and one of our Senators to brief them of our intentions and gain their support. FACTS has also met with community leaders from Chinatown and has gained their support.

(d) Planned activities and expenditures of funds and financial sustainability

FACTS has applied for funding under this grant only for one-time expenses required for the expansion of the school and for appropriate costs that cannot be met from other sources. The hiring of the second Director of School Culture and the second Social Worker/School Counselor will be ongoing costs; however, funding under this grant will allow the school to hire these professionals on an earlier timeline than would otherwise be possible. Implementing this earlier timeline is critical to maintaining our positive school climate and providing needed student supports. The school's ongoing financial sustainability is maintained through a combination of local, state and federal funding. The planned activities and expenses are detailed in the Logic Model, the Management Plan and in the Proposed Budget.

(e) Use of effective parent, family, and community engagement strategies

FACTS conducts well-attended family events that familiarize parents and other caregivers with the academic program at FACTS (e.g. Family Math Night, Family Literacy Night, Family Folk Art Night, Family ESOL Night, Family Learning Support Breakfasts). Some of these events involve parents coming with their children to engage in math or science activities or reading books to each other; others inform parents of their rights as parents of ELD or Special Education students or inform parents of our plans as a Title I school. We attempt to schedule these activities at times when working parents can most often attend. We frequently provide child care

or create events to be inclusive of children in order to increase the ability of families to participate.

FACTS students and their families speak many different languages. FACTS routinely communicates with families in English, Chinese, Spanish, and Indonesian; written communications are regularly translated into those languages which are the most frequently needed by current FACTS families. FACTS's website and Parent Portal is available in multiple languages. As the language needs in our school shift, we locate translation services to respond to those needs. This year, for example, we have started translating and/or interpreting into Arabic, Nepali, and Kunama. For occasions when a FACTS staff member is not available to interpret, we use telephonic interpretation services or contracted translation or interpretation services. We provide interpretation at parent teacher conferences, Back to School Night and other events for families, and in individual conferences and meetings with parents (such as IEP meetings or disciplinary meetings) so the adult caregiver can fully participate in the events.

FACTS holds an annual Back to School Night which provides an opportunity for parents and guardians to hear from school leaders and meet their children's teachers. Back to School Night also affords an opportunity to inform parents that FACTS is a Title I School and to invite their participation in our Title I program; a Title I meeting/planning session is one option for parents at Back to School Night and all parents are encouraged to fill out a survey so the school can learn about how parents would like to be involved in the school. As part of their Professional Portfolios, teachers also submit logs of their parent outreach efforts.

FACTS maintains relationships and partnerships with organizations including: Chinatown Associations, Chinatown day care centers, immigrant and refugee service organizations (such as PA Migrant Education, the Welcoming Center for New Pennsylvanians, La

Puerta Abierta), refugee resettlement agencies, youth leadership and advocacy organizations (such as VietLead, the Cambodian Association, and the Bhutanese American Organization-Philadelphia), and the Philadelphia Chinese Opera Society. Our two founding organizations, Asian Americans United and the Philadelphia Folklore Project, assist with outreach and relationship building among their networks.

In addition to reaching out to these community organizations for recruitment, FACTS has partnered with them in various ways including: partnering on social justice campaigns and providing space to after school and summer programs. Two community partners, AAU and VietLEAD run summer youth workforce development programs at FACTS. Both programs have engaged FACTS alumni as teen staff in their programs. FACTS serves as a community resource, serving as a polling place and hosting community events such as the City Planning Commission's Chinatown Planning sessions, APIA Vote's non-partisan voter education trainings, and the Teacher Action Group's annual conference.

FACTS maintains relationships with several community child care centers. We hold special outreach events and conduct tours for childcare staff and parents as part of our recruitment efforts. Several after care, tutoring, and youth development programs pick up students directly from FACTS. FACTS partners with the Pennsylvania Ballet's community outreach programs. The PA Ballet provides weekly ballet lessons to first grade students at FACTS and opens the door for selected children to attend tuition-free regular classes at the School of the Pennsylvania Ballet. Their Delphi Project provides afterschool dance lessons for middle school students. Both programs offer the students the opportunity to attend Pennsylvania Ballet performances.

(f) Plan for addressing the transportation needs of students

As part of our Charter Agreement, FACTS uses the school transportation services of the School District of Philadelphia. The School District of Philadelphia develops the route sheets and contracts with a bus service to serve the charter school. All students in grades 1-8 who reside 1.5 miles away from the school or further are entitled to free transportation. For students in grades 1 to 6, this takes the form of a yellow school bus. For students in grades 6-8, either a yellow school bus or mass transit tokens are provided. A school secretary is responsible for entering and updating student transportation data into the School District's School Computer Network. FACTS Climate Coordinator will be our liaison with our assigned school bus contractor. If a special education student is found eligible for specialized transportation by the IEP team, the type of specialized transportation is determined based on the need of the student. Transportation accommodations range from curb-to-curb pick-up and drop-off to provision of tokens for public transportation. The student's age and level of need, based on individual circumstances, are considered in the provision of specialized transportation.

(g) Plan to support all students

Students at FACTS are encouraged to develop intrinsic motivation to do well, belong, contribute, and engage in meaningful learning and growth. As educators, it is our job to help students learn these skills so that they may become well-rounded individuals that contribute to their communities. It is our belief and our practice that focusing on a culture of community-building, fostering a sense of belonging, and creating shared expectations and clear rules and procedures will lead to more positive student behaviors and fewer discipline issues. The school uses a preventative approach to reducing discipline that takes students out of classrooms.

FACTS has adopted the Responsive Classroom Program and Developmental Designs Program in the effort to foster a caring, thoughtful and structured school environment for all

students. The components that we practice at FACTS are Meeting Times, Interactive Modeling, Positive Teacher Language and Logical Consequences. Time has been structured school wide for Morning Meetings, Circle of Power and Respect, Class Meetings and Closings. The purpose of these meetings is to strengthen relationships within the classroom communities, set behavior standards and encourage dialogue between students and teachers on topics that are important to them. These meetings create a community within the classrooms and make the students feel like they belong to something bigger than themselves so they want to behave in a positive way in order to preserve that sense of community. Teachers are trained in Responsive Classroom and Developmental Design techniques. New teachers receive orientation in this approach and each year, this training is reinforced and built up.

Interactive modeling refers to the way that we introduce and reinforce classroom and school rules and procedures. Early in the year, teachers are trained to and are required to focus on teaching and reinforcing procedures such as lining up, moving from the mat to their chairs, or from their chairs to the mat, and how to shake hands. A concerted school-wide effort at the beginning of the year creates shared norms and expectations and establishes a positive school culture which teachers and staff reinforce throughout the school year.

Discipline at FACTS is proactive and reactive. Proactively, we work with children to create, teach and practice expectations. Reactively, we use logical consequences to help children regain control, make amends and get back on track when they forget or choose not to take care of themselves or each other.

Logical Consequences

Students need to see the sense in discipline and understand that there is logic and reason to why certain actions lead to certain results. Teachers help students notice and reflect on the

connections between their actions and the consequences of their actions. Unwanted or inappropriate behaviors require logical consequences. The goal of logical consequences is to give children the chance to regain self-control, recognize the connection between their actions and the outcomes of those actions, fix problems caused by their behavior, make amends and preserve relationships, and avoid similar problems in the future.

Three Kinds of Logical Consequences

1. “You break it - You fix it”: Children take responsibility for fixing, as best they can, any problem or mess they created. Apology of Action is a form of “You break it - You fix it” where children go beyond saying “I’m sorry” to making amends for the hurtful behavior. They make an attempt to fix hurt feelings and damaged relationships.

2. Loss of Privilege: Establishing rules together implies trust among everyone in the group. With this trust come the privileges of the classroom: using materials & work areas, working with friends, choosing a learning activity, joining a group. When a student breaches that trust, for example, by being careless or unsafe, a logical consequence is for the teacher to take away the related privilege until the child shows a readiness to handle the privilege. The teacher also provides a process that helps the child learn & demonstrate that she is ready to try again.

3. Take a Break: Teachers establish one or two specific places for “Take a Break” (visible by the teacher but not in front of the group). The teacher uses a firm, calm, matter-of-fact voice when telling students to go over to the “Take a Break” area. “Take a Break” is brief. Children return to the group when they recognize that they’ve regained control.

Persistent or Severe Misbehavior:

If a misbehavior is persistent or severe, the teacher will write an infraction slip and refer the student to the Director of School Culture. If there are behaviors that persist and if a student

does not seem to respond to the interventions being attempted, the DOSC may arrange a consultation with the classroom teacher(s), School Social Worker and Principal to try to determine the causes of the problematic behavior and means for addressing it. For example, this group will attempt to discern whether a problematic behavior may be linked to academic challenges and frustrations and the need for increased academic support; a situation occurring outside of school; hunger, sleep, or a medical condition. This group will also analyze whether there are steps that must be taken to address a broader school climate issue rather than, or in addition to, taking an individual disciplinary situation. When a student is facing disciplinary action, the Director of School Culture checks to see if the student has an IEP. If the student has an IEP, the Director of School Culture confers with the Special Education Supervisor about potential disciplinary actions to insure that all requisite accommodations and supports in the student's IEP are being provided.

FACTS utilizes a Response to Intervention (RtI) process to implement and assess early intervention strategies with students demonstrating a need for extra support. The RtI process at FACTS includes both academic and therapeutic professionals. RtI teams include special education teachers, general education teachers, ELD teachers and the school social worker as needed. Inclusion in a RtI Group is based on a number of factors, the first being a need indicated by a Universal Screener. However, at FACTS, test scores are not everything. We look at a variety of information to make a decision about who is included in RtI Groups, including teacher input, ELD status, Special Education Status, and other mitigating factors in addition to administering Universal Screeners for reading and mathematics skills.

Tier 1 is conducted as everyday instruction, to address concerns that impact a larger group of students. It is thoughtful, responsive instruction available to all students. Small group

instruction, guided reading, re-teaching, visual aids, extra modeling, reducing the number of problems given, and extra conferences are all examples of Tier 1 interventions.

Once identified as a candidate for RtI Tier 2 based on the factors listed above, the students are placed in groups according to skill deficits. Groups are created by grade band (K-2, 3-5, 6-8), and intervention schedules are also created based on those grade bands. Intervention teachers, who are generally the content teachers, special education teachers, ELD teachers, and special education paraprofessionals, work with their groups on Tier 2 Interventions to address the goals created by analyzing the data from the Universal Screeners.

Tier 2 consists of small groups of 3 to 4 students, meet for 2 to 3 sessions per week, for a duration of 25 minutes per session. Cycles run for 6 to 8 weeks, during which time, data is collected and shared with teachers and families. The caveat to Tier 2 is that it must occur outside of regular instruction time, as an additional intervention, not a replacement for general instruction. Teachers are encouraged to utilize research-based programs to address the skills deficit(s) indicated by the Universal Screener.

Tier 3 of RtI is for those students who do not adequately respond to Tier 2 interventions. The groups consist of 1 to 3 students, meet five days per week, for a minimum of 30 minutes per session, and data is collected at least weekly, sometimes bi-weekly. This cycle has a duration of 20 weeks. If students are still not responding adequately to Tier 3 interventions, the student is then referred for evaluation by a multidisciplinary evaluation team to determine if he or she is a child with a disability, and/or eligible for special education services.

Tiers 2 and 3 require skilled teachers or tutors to provide high-quality interventions, which are implemented with fidelity. In this Project, the School will dedicate increased resources to the RtI process by hiring additional teachers and tutors for RtI small group interventions.

In our last Annual Charter Evaluation, FACTS's year-to-year student retention rate was calculated to be 98%.

(h) The school's autonomy over budget, operations and personnel decisions

According to Pennsylvania's Charter School Law:

Section 1716-A. Powers of Board of Trustees--(a) The board of trustees of a charter school shall have the authority to decide matters related to the operation of the school, including, but not limited to, budgeting, curriculum and operating procedures, subject to the school's charter. The board shall have the authority to employ, discharge and contract with necessary professional and nonprofessional employees subject to the school's charter and the provisions of this article.

(i) Recruitment, enrollment and retention procedures

FACTS uses a standard charter school lottery process. While the school has been given the option of using a weighted lottery by our Charter Authorizer, FACTS has opted to use the standard lottery process.

RECRUITMENT: Students are recruited via advertisement in local newspapers beginning in late fall. Open houses for prospective parents are scheduled during the school year with dates posted on the school's website. We also hold open houses for local child care centers and community groups. In addition, letters are sent to community organizations with information such as when the Intent to Enroll form is available, how to obtain an Intent to Enroll form, application deadline, and the lottery date, time, and location. Intent to Enroll Forms in appropriate languages are emailed or mailed to community organizations that serve high numbers of English Learners.

APPLICATION: The Intent to Enroll form/ application is made available on our school's website by November 1 each year in the following languages: English, Chinese, Indonesian, Spanish, Arabic, and Vietnamese. Hard copies of the form are also available for in-person pick up at the main office during regular building hours.

FACTS' Intent to Enroll form/application is one page and requests the following information: Name, contact information, age, current school and grade of the student being enrolled; sibling information (if enrolled or also enrolling at FACTS), and parent contact information. Completed Intent to Enroll forms may be submitted to FACTS by mail, fax or in person. Submitted Intent to Enroll forms are stamped with a date received and a letter goes out confirming receipt of the form to each applicant.

LOTTERY: The Intent to Enroll form must be submitted by the deadline for students to be added to the lottery. Our lottery is held at 5:00 pm on the last Friday in February each year. Intent to Enroll forms are due by midnight on the Friday two weeks prior to the lottery date. The event is publicized in advance and is open to the public.

Siblings of current FACTS students as well as children of individuals who actively participated in the development of the school have preference. At the public lottery, all the names are randomly pulled from a basket and placed on a list in the order they were pulled. All names are numbered and then projected for the audience to see before they are posted. For example, if there are 50 kindergarten seats, the first 50 kindergarten names pulled are considered "selected". The remaining students make up the waiting list and are each assigned a number on the waiting list. Each family that submits an Intent to Enroll form is notified of their child's selection into FACTS, or their number on the waiting list.

ENROLLMENT: Once a child has been selected via lottery, their parent/guardian is informed by mail that they may accept the offer to enroll their child by submitting the following required items: Charter School Enrollment Notification Form; Proof of Child's Birth Date (A copy of the child's birth certificate OR some other proof of the child's birth date); Proof of Residence in Philadelphia: (A copy of a gas, electric or phone bill OR a lease or mortgage statement OR some other proof of residence in Philadelphia.).

Applicants are given six weeks between the time of the notification letter and the due date for submission of enrollment documents. Upon submission of the documents above, the student is considered admitted to FACTS, and an appointment is set up for the completion of the registration and orientation process.

Once students are admitted, the following additional items complete the new student's file: Required: Immunization Record - or valid exemption from immunization, Home Language Survey, Admissions Affidavit. Requested Information – In an effort to maintain a safe environment for students, FACTS will request, but not require, the following: FACTS Student Form (Emergency Contact), Health History Form, Food Program Form. Copy of Parent/Guardian ID. If applicable: transfer papers, report card and/or PSSA scores from previous school, custody papers, Special Education records.

WAITING LIST: If an applicant who was selected for admission in the lottery declines to enroll in FACTS, the next applicant on the waiting list for that grade is sent a notification letter and invited to enroll their student until all of the grades are full. As the office receives documents about current students who are withdrawing or moving to a new school, names are pulled, in order, from the waiting list and families are invited to enroll their child into FACTS.

ADMISSIONS TO THE MIDDLE SCHOOL NEWCOMER PROGRAM: Those applicants seeking admission to the Middle School Newcomer Program may fill out an optional second page of the Intent to Enroll form that indicates the student's eligibility for the program (WIDA-ACCESS Score of 1.0-2.9 or brand new to US schools). Applications are entered into the general lottery and are given a waiting list number. After the lottery, the school requests a Release of Records in order to acquire WIDA-ACCESS or other ELD test scores if they are available. If an applicant is eligible for the Newcomer Program and if there is space in the program, they are admitted.

(j) compliance with part B of the IDEA;

The following outlines the methods and procedures for referring and evaluating students for special education services:

How a student is referred: There are two ways for a student to be referred for a multi-disciplinary educational evaluation.

1. Parent request
 - a. Within 10 days of an oral request for evaluation, a parent must be given a parent request for evaluation form.
 - b. When the parent request for evaluation comes back signed, then the school must respond to the request by either issuing a Permission to Evaluate or issuing a Notice of Recommended Educational Placement (NOREP), indicating refusal to evaluate and the school's reason for refusal. In general, requests are honored.
2. RtI referral: The RtI team works collaboratively to determine if the child has not responded appropriately to interventions. The team may refer a child for evaluation, which is

done by submitting a packet of data and supporting documentation for the Principal and Special Education Supervisor to review prior to issuing the Permission to Evaluate.

Sending a Permission to Evaluate (PTE): The Special Education Supervisor issues a PTE and all required supporting documentation in accordance with Federal, State, and Local guidelines.

Timelines for evaluation

- When a parent verbally requests evaluation: 10 days to give Parent Request Form
- When a PTE is received: 60 calendar days to provide parent with an Evaluation Report
- When an Evaluation Report is reviewed: 10 calendar days for a parent to look over before IEP process begins (unless waived). The team has 30 calendar days from the date of the ER to hold an IEP meeting.
- When a NOREP is signed: Services are effective immediately per date of signature, or within ten days, as determined by the IEP team.

FACTS's approach to Special Education includes fostering maximum collaboration between teachers in everything from the design of individual delivery models to the modification of lesson plans. The Special Education team works closely with classroom teachers, ELD teachers, and specials teachers to decide the most effective model of push-in/pull-out/co-teaching service delivery for each individual student. This close collaboration in planning and program design ensures that Special Education teachers are making the most effective lesson plan modifications and provides support for all teachers to address each student's needs within the Least Restrictive Environment as determined by the IEP team. The ongoing task of reviewing curricular materials and programs – including but not limited to: Wilson, Foundations, Touch

Math, Connecting Math Concepts and EdMark – that are used to support or enhance learning for students with IEPs is handled in bi-weekly Curriculum Council meetings, while full-scale training is provided in internal professional development sessions and external workshops.

The decision to provide support inside and/or outside of the general education classroom is an IEP team decision, and is often fluid. FACTS offers a continuum of supports, as well as support types, i.e., itinerant emotional support, or supplemental learning support with speech/language therapy as well as occupational and physical therapy as related services. Students participate with their non-disabled peers whenever possible, which is determined by the IEP team. As is current practice, all students at FACTS will be included in a general education homeroom. If placement and services are ever in question, the IEP team reconvenes to determine what changes may need to occur.

Caseloads for special education teachers vary by grade level and type/level of support as well as student need. FACTS recognizes the caseload maximums under Chapter 14 regulations, and ensures that each teacher remains below the caseload maximum. FACTS anticipates that with an increase in applicants, there will be an increase in students requiring special education supports, and plans to adjust the special education personnel accordingly. Services are not determined by disability category, rather by the IEP team and are individually-based as well as frequently monitored for effectiveness. Each year, caseloads will be reexamined by the Special Education Supervisor to best support students while maintaining the age range requirements as well as caseload requirements under Chapter 14 regulations.

Implementation of IEPs

IEP implementation is overseen by each individual student's case manager, a certified special education teacher. This teacher is responsible for creating a schedule for the students on

his or her caseload and for coordinating with general education teachers and any other professionals or related service providers to create a schedule for the student that meets his/her needs according to the provisions set forth in the IEP. The special education teacher and special education supervisor are responsible for making sure service delivery is being followed according to the IEP and that annual reviews and any re-evaluations are completed thoroughly and by the date due to maintain compliant records.

The range of services given to students at FACTS includes but are not limited to special instruction in all academic areas, behavioral support, push-in and pull-out instruction in both 1:1 lessons and small groups, special transportation services, occupational therapy, physical therapy, speech and language therapy, orientation and mobility services, social skills instruction, 1:1 assistance/assistants, and counseling. The Special Education Supervisor serves as an ongoing resource and support to the teachers and works with administration and the teachers across grade levels to maintain continuity of the curriculum services.

Students are assigned to a teacher's caseload based on the needs identified by the multidisciplinary evaluation team, as well as the IEP team during the IEP development process. As this is such an individually-based process, there are circumstances that arise under which students are served by more than one special education teacher and assigned to a case manager, as determined by the Special Education Supervisor. FACTS currently has one student attending an Approved Private School, as the IEP team determined that services could not be appropriately provided by FACTS. FACTS remains the LEA for the student. Should similar situations arise, the IEP team and multidisciplinary evaluation team would convene to determine the appropriate services within the least restrictive environment and reevaluate the appropriateness of the placement on a regular basis.

All special education teachers at FACTS are certified professionals with the ability to serve students with a wide variety of disabilities. Currently, the special education teachers provide multiple types and levels of support, and often simultaneously. For example, the K-2 special education teacher may be providing learning support and emotional support in a small group setting one period, then providing the same types of support as a push-in teacher the following period. General and special education teachers have dedicated co-planning periods to coordinate lesson plans and maximize support for all students.

Monitoring Progress:

1. All special education teachers and related service providers are required to monitor progress, as stated in each IEP. Reviews may be curriculum-based, or separate progress monitoring measures. Each goal is monitored based on the review cycle stated in the IEP.
2. Special education teachers and related service providers must provide parents with a report of progress as stated in the IEP. Most often, formal progress reports are distributed in conjunction with the report cards. These progress reports provide parents with feedback on their child's progress toward the IEP goals and objectives. Parents may also request a report on progress at any time.
3. If a student is not making adequate progress on his or her IEP goals, the IEP team will reconvene to determine if the child is in need of an adjustment in services, or a review of appropriate IEP goals and specially designed instruction to support the students in meeting those goals.

(k) How the school meets the definition of charter school under section 4310(2) of the ESEA

[See Attached Charter Agreement]

(l) for applicants proposing single-sex educational program

[Not Applicable]

(m) A request and justification for any waivers of Federal requirements

[Not applicable]

(n) A complete logic model for the grant project

[Attached]

(o) Most recent available independently audited financial statements

[Attached]

Grants for Replication and Expansion (CFDA number 84.282E).

(a) For each charter school currently operated or managed by the applicant, provide—

(1) Information that demonstrates that the school is treated as a separate school

[See attached Charter Agreement]

(2) Student assessment results for all students and for each subgroup

[See attached Annual Charter Evaluation]

(3) Attendance and student retention rates for the most recently completed school year

[See attached Annual Charter Evaluation]

(4) Information on any significant compliance and management issues

[See attached Annual Charter Evaluation]

PROJECT SPECIFIC PERFORMANCE MEASURES

b) Project Specific Performance Measures

For a more detailed outline and fuller explanation of our Theory of Action, please see the attached Logic Model.

Performance Targets: Expanding Access to High Quality Charter Education

- Baseline: FACTS Total Enrollment is 508 in April 2018
- FACTS Total Enrollment will be 645 by September 2020

- FACTS Total Enrollment will be 797 by September 2025

Performance Targets: Continuing to serve a high % of English Learners

- Baseline: 19% of FACTS students qualify for ELD Services
- At least 19% of FACTS students will qualify for ELD Services in each year of the grant

Performance Targets: Continuing to serve a high % of ELs

- Baseline: There are 14 students in the Middle School Beginner ELD Program
- FACTS will enroll at least 20 students in its middle school newcomer program in 2019.
- FACTS will enroll at least 40 students in its middle school newcomer program by 2025.

Performance Targets: FACTS will meet or exceed state averages on ELA PSSAs

- Baseline: 65.5% of FACTS students score advanced or proficient on ELA PSSAs
- In 2018-19 and 2019-20, 65.5% of FACTS students score advanced or proficient on ELA PSSAs
- In 2020-21, New Baseline is established
- Annual growth, with a target of achieving 65.5% of FACTS students will score advanced or proficient on ELA PSSAs in four years

Performance Targets: FACTS will meet or exceed state averages on Math PSSAs

- Baseline: 62% of FACTS students score advanced or proficient on Math PSSAs
- In 2018-19 and 2019-20, 62% of FACTS students score advanced or proficient on Math PSSAs
- In 2020-21, New Baseline is established
- Annual growth, with a target of achieving 62% of FACTS students will score advanced or proficient on Math PSSAs in four years

These performance targets are achievable because we have achieved the academic targets in the past, and FACTS currently achieves at these high levels. The growth targets are achievable because FACTS already has waiting lists that would fill up every class that we intend to add, and we will be doing targeted marketing and recruitment in 2019 in advance of our move to a larger building. The academic performance targets are ambitious because they aim to equal or exceed State academic achievement levels and substantially exceed School District of Philadelphia academic achievement levels. The school will use 2020-21 as a new baseline year for academic performance and will improve performance every year until we attain current levels within four years. We view this as ambitious because there are challenges (detailed above) associated with many new students and staff joining our school community. We view this as achievable because we accomplished this in the first four years of our start-up of FACTS. The FACTS Leadership Team has the experience of starting with nothing and creating what would become a National Blue Ribbon School in ten years. We now have considerably more experience and have crafted and honed our school design for success.