

AFCLL Academy Charter Schools



EDUCATION THROUGH ATHLETICS

Afclancasterlions.org

Application to Pennsylvania Department of Education

On behalf AFC Lancaster Lions

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Lancaster PA 17602

www.afclancasterlions.org

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INFO SHEET

Proposed Charter School Name:

AFCLL Academy Charter School.

Proposed Charter School Location

Address:

City/ Town: Lancaster

Zip Code: 17602

County: Lancaster

Intermediate Unit: Lancaster-Lebanon

Proposed Start Date: 8/17/2021

Federal Employer Identification Number:

Contact Person:

First: Brian

Middle: Ignatius

Last: Ombiji

Organization: All Football Club Lancaster Lions Corporation

City: Lancaster

State: PA

Zip Code: 17602

Telephone: 717-925-7401

Fax Number:

E-mail address: b.ombiji@afcll.com

Founding coalition

Group	Number of Representative
Business owners	2
Community Based Organizations	1
Higher Education	3
Museums	0
Parents	1
Teachers	2
Other Group- Identify	1

Grade and Age Ranges

Grades educated	5 th , 6 th , 7 th and 8 th
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Projected Student Enrollment Year 1-5

Year	Enrollment
1 st Year	100
2 nd Year	125
3 rd Year	150
4 th year	175
5 th Year	200
Total Number of Teachers and coaches	

Does the charter have an existing retirement system?

☒ Yes, ☐ No

Does the applicant group presently have access to a facility suitable for the charter school?

☒ Yes, ☐ No

School Focus: In brief terms, please describe the school mission, educational focus, and other essential characteristics of the proposed charter school.

AFCLL Academy Charter School will be an elite level Academics and sports education experience for anyone who possesses the passion to challenge themselves at the highest level both academically and athletically. Located in Lancaster County, the program will be offered to diverse population of enrolled scholars from Lancaster. AFCLL Academy will provide a professional training environment for any passionate athlete with the desire to work hard and improve. Students will complete a full academic workload in the classroom on a daily basis, prior to their athletic specific training schedule in the afternoons and evenings. Academic standards must be met to participate in sports as the combination and balance of academics and athletics must always be maintained. Success will be measured by development with the result residing in an opportunity to study at a higher level and continue to make your passion a career.

The proposed public charter school is in the School District of Lancaster in Lancaster County, a district that is in the city of Lancaster in south central part of the Commonwealth of Pennsylvania. We expect that it will serve students from the School district of Lancaster as well as surrounding school districts in Lancaster County, PA.

The mission of AFCLL Academy Charter Schools is, to produce productive citizens and empower them with the skill sets that will contribute as leaders to the society. We believe in educating through athletics, also that skill begets skill and motivation begets motivation.

AFCLL Academy Charter Schools Belief Statements:

We believe that ...

- AFCLL Academy Charter School faculty and staff members will deliver the Programs that benefit all scholar athletes by providing an approach that supports and results in scholar athlete growth, development, and achievement.
- All scholar athletes will learn in a safe, caring, nurturing, and scholar athlete centered environment.
- All teachers will provide collaborative, constructivist, lifelong learning experiences embedded in all areas of the curriculum.
- Education will take place in every aspect of a child's day, and it is the responsibility of all members of the AFCLL Academy Charter Schools community to support scholar athlete learning.

- All parents and guardians, as a child’s first teacher, will have a major influence on a child’s success at AFCLL Academy Charter Schools.
- AFCLL Academy Charter Schools faculty and staff members will prepare scholar athletes for secondary and postsecondary education to be successful in a 21st century, global environment.
- All members of the AFCLL Academy Charter Schools community will create a positive environment where diversity is accepted, respected, and appreciated.

AFCLL Academy Charter Schools Design; will be based on the Danielson Framework for Teaching organizing the multiple measures that comprise proposed Teacher Professional Growth and Effectiveness System. This framework is designed to support student achievement and professional best-practice through the domains of Planning and Preparation, Classroom Environment, Instruction, Professional Responsibilities. The Framework also includes many themes that run throughout the document. These themes include ideas such as equity, cultural competence, high expectations, developmental appropriateness, accommodating individual needs, effective technology integration, and student assumption of responsibility. The Characteristics of Highly Effecting Teaching and Learning, along with research from many of the top educator appraisal specialists and researchers are the foundation for this system. The Framework for Teaching provides structure and feedback for continuous improvement through individual goals that target student and professional growth, thus supporting overall school improvement. Teacher performance will be rated for each component per four performance levels: Ineffective, Developing, Accomplished, and Exemplary. It is important to know that the expected performance level is “Accomplished” which is bolded in the framework, but a good rule of thumb is that it is expected for a teacher to “live in Accomplished but occasionally visit Exemplary”. Exemplary is purposefully designed to be difficult to achieve. The summative rating will be a holistic representation of performance, combining data from multiple measures across each domain.

I. SCHOOL DESIGN

1. MISSION STATEMENT

The mission of AFCLL Academy Charter School is, to produce productive citizens and empower them with the skill sets that will contribute as leaders to the society. We believe in educating through athletics, also that skill begets skill and motivation begets motivation.

A. CORE PHILOSOPHY AND PURPOSE

Briefly describe the core philosophy or purpose of the proposed school.

AFCLL Academy Charter Schools (AFCLL Academy), an elementary and middle school Charter School proposed in this document grows directly from the more than a decade of the founding team success in guiding scholar athletes through the college recruitment process. Variables of interest included GPA, attitudes about higher education, class and training attendance, and suspensions in school. We also discussed about qualitative info with parents, students, teachers, guidance counselors, and local authorities on how to improve and create cutting-edge, practical models of educating scholars athletes using sports which happens to be their passion.

We endow a sporting chance to the scholar athletes of the city of Lancaster through Sports. We are making an investment of our lives to the lives of the young children and families of residence of the county. This will reap significant social and economic benefit, promote growth and opportunity, while reducing inequality and boosting their global competitiveness. We believe skill begets skill and motivation begets motivation. Investing in prevention rather than remediation to build opportunities. The capability of the scholar athlete to interact with each other and promote each other in academic and Athletic classes. We educate through athletics.

What is your overarching vision of the school?

AFCLL Academy Charter Schools is designed to be a small 5th to 8th grade school of elite level Academics and sports education experience for anyone who possesses the passion to challenge themselves at the highest level both academically and athletically. Located in Lancaster County, the program will be offered to diverse population of enrolled scholars from Lancaster. AFCLL Academy will provide a professional training environment for any passionate athlete with the desire to work hard and improve. Students will complete a full academic workload in the classroom daily prior to their athletic specific training schedule in the afternoons and evenings. Academic standards must be met to participate in sports as the combination and balance of academics and athletics must always be maintained. Success will be measured by development with the result residing in an opportunity to study at a higher level and continue to make their passion a career. Creating a conducive educational environment, that value who the scholars are, where they come from and true partnership with their families. The model proposed is to make sure that the scholars have access to a rich curriculum outside of the class room

and one that gives the scholars a sense of belonging and of who they are. A model of education with a community not to a community.

B. KEY DESIGN ELEMENTS

- **Small School:** AFCLL Academy will be a small close community of students, teachers and staff. The students will know each other and be well known by caring adults in the building.

- **College and Career Readiness (CCR):** AFCLL Academy will provide students with the courses they need to graduate middle school, be successful in high school, matriculate into college and pursue a career in a field that they are passionate about. Through our affiliations with AFC Lancaster Lions, ATOLLO, T. Alexander Foundation, and College Assistant Migrant Program & Migrant Education Program from Millersville University this will be attained.

- **Learning by Doing:** Our pedagogy will combine doing with reflection to build our student's capacity for independent learning and creativity.

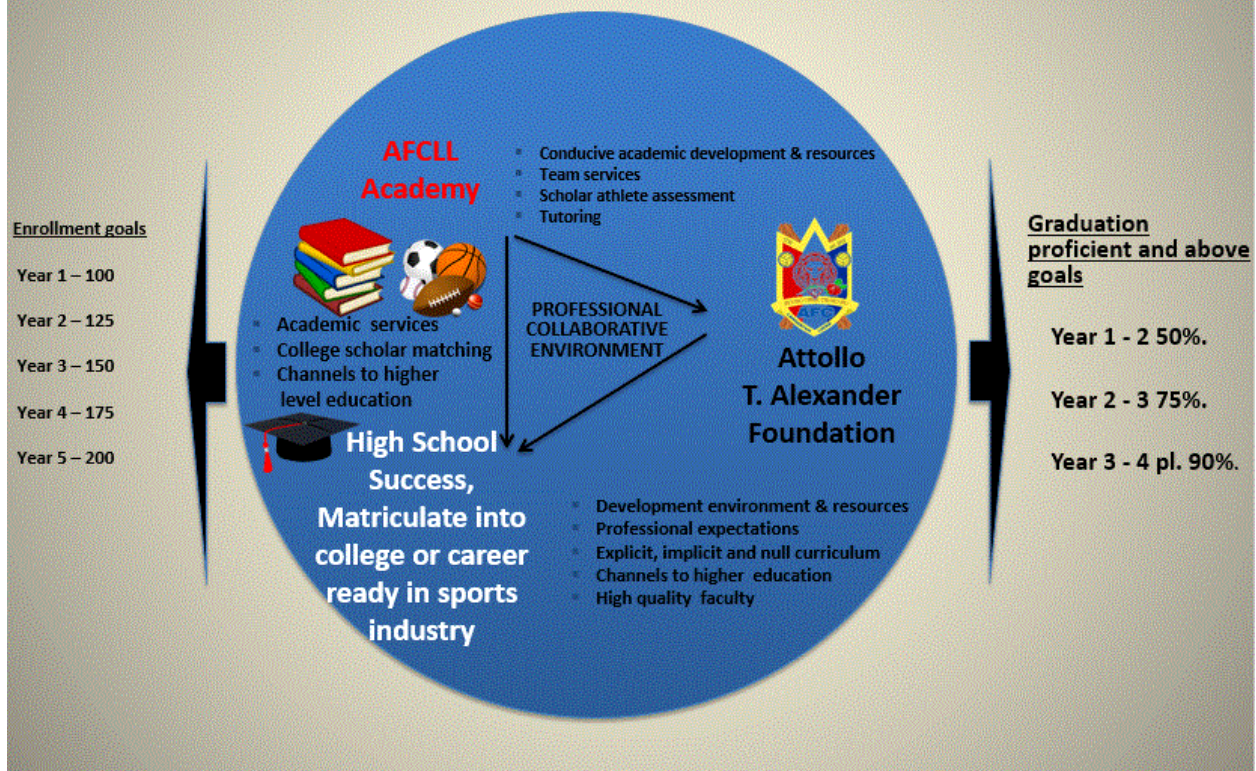
- **Mentoring and Tutoring:** Our students will benefit from the expertise and experience of others through regular opportunities for mentoring and tutoring.

- **Longer School Day and Year:** Our students will have a longer school day and a longer school year to get the most out of their education and prepare them for post-secondary success.

- **Sport-Focused Facility and Technology:** The school will be housed near the newly developed, state-of-the-art facility Roberto Clemente Park on 705-601 South Duke St Lancaster Pa 17602.

- **Partnerships:** The school will enhance its capacity to provide a college prep curriculum and career readiness through significant partnerships with ATTOLLO, AFC Lancaster Lions, T. Alexander Foundation, College Assistant Migrant Program & Migrant Education Program from Millersville University.

AFCLL Academy Design Model



Personalized Learning

We have designed our school's educational program around "personalized learning" concepts. Personalized learning is an approach to instruction that is centered on the student. It taps into a student's needs, strengths, and interests to engage students and to provide a "best fit" education for each student. The instruction is tailored to the individual needs of the student, and students learn in a way that best meets their learning style.

AFCLL personalized learning program features four distinguishing characteristics:

1. Learner Profile is a summary of the student's academic history, strengths, interests, social-emotional needs, and how s/he learns best. It is developed with the student and the parents to let the school know how to provide a tailored education that meets the individual student's needs and goals.

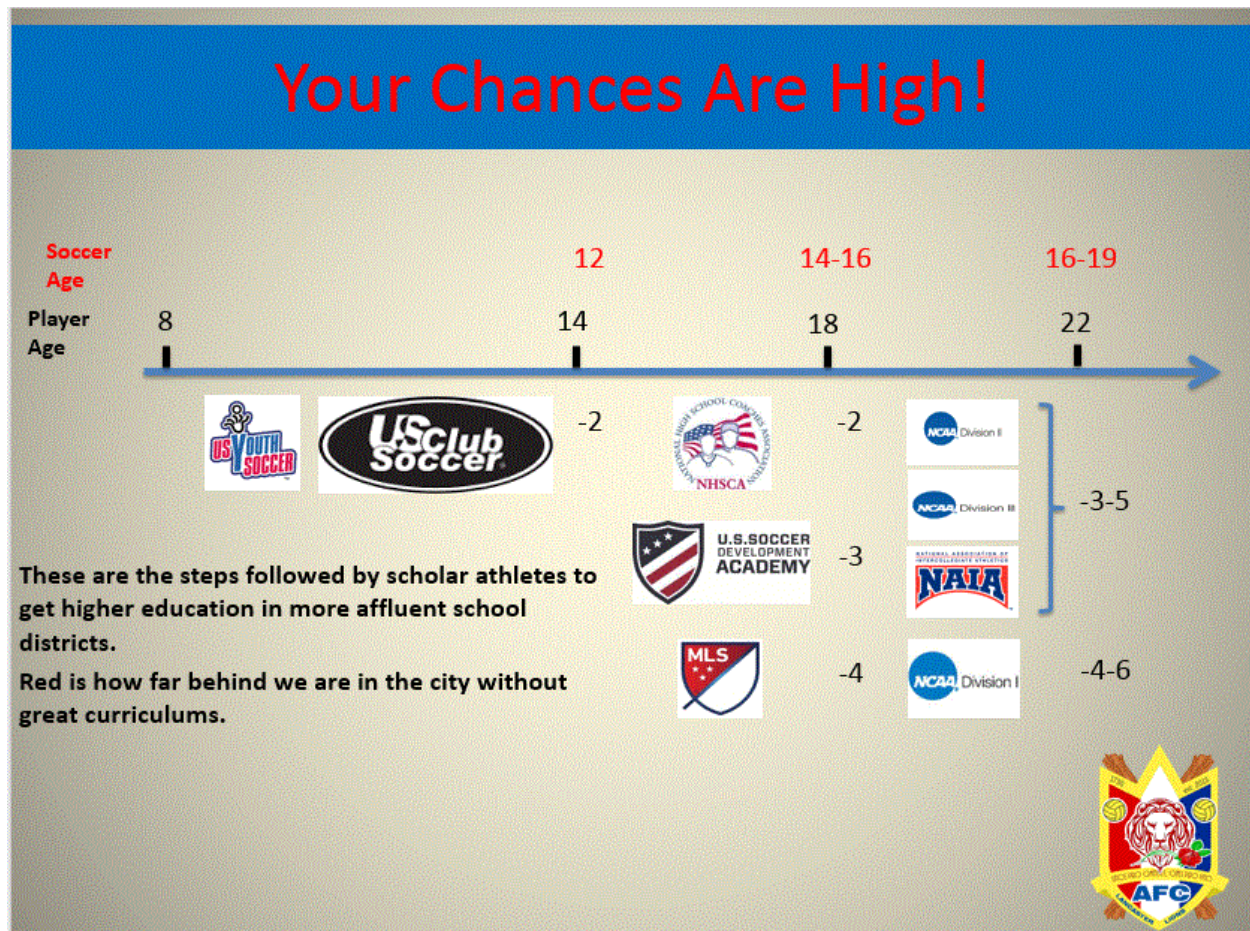
2. Student Learning Plan is the individualized, academic plan that will enable the student to reach academic proficiency and meet his other learning goals. It outlines the part of a student's curriculum that will be taught directly and the activities and lessons that will be customized for the student.

3. Flexible Learning Environment allows students to have a more tailored schedule and allows the teacher to use multiple strategies to differentiate instruction. Students may receive some instruction in a large group (25 students) or work in a small group, with a partner, or by himself. With the help of technology, and because the doors of the school will be open from 6:30 a.m. until 6:00 p.m., students may also learn before school, after school, or at home.

4. Competency-Based Education allows students to learn at their own pace. If a student has already mastered an objective or standard, they can move on to accelerated objectives or to a topic related to their other learning goals. If a student is struggling with a concept, she can take more time and received more individualized or small group instruction.

AFCLL Academy faculty will meet with every parent or guardian and her student to review the student's academic history, strengths, interests, and other needs. This "learner profile" will assist the teachers in developing an individualized Student Learning Plan. In this way, we can tailor the student's education to his or her needs and increase the student's ownership over their learning.

The process of AFCLL College recruitment guidance.



STEP 1 - Evaluation:

Is to find out if the student is academically on track to join high school in a position of strength. Due to the partnership and services of AFC Lancaster Lions there is a great synergy to create a vertically integrated system with the students and their Families since pre-K till they graduate from college, so we should be able to follow the student High school career academically and athletically to make sure they are eligible to matriculate to a University/ College Program or career ready.

We will conduct numerous meetings via telephone, in person, social media and email guidance. If the student IS not eligible, we will work with the student until the student is eligible.

STEP 2 - Assessment:

Our coaches and teachers will attend college sports showcase assessment days where they will:

- Determine student athletic level.
- Quantifies student grades.
- Accurately advise student best academic entry routes.
- Lets the student know if Entry Testing is needed.
- Determine the Student Scholarship options and Financial Aid.
- Sets out the Cost of college Education.
- Provide vital information and the costs of 'getting there'.
- Secures further phone and email advice for student and students' parents.

STEP 3 - Networking:

AFCLL Academy Charter Schools will provide networking opportunities through:

- Student and family mentoring
- Professional advice and the benefit of many years' experiences.
- Individual introduction & recommendations to college coaches.
- Clear and concise profile directly accessed by college coaches.
- Play in showcases in front of visiting college coaches.
- Personal edited highlights.
- Specific Entry Test guidance.
- Assistance with SAT Test Centre bookings.
- Assistance through NCAA and NAIA Eligibility Centers.
- Assistance with college application forms.
- Regular guidance, update sessions.
- Post placement support for life.

Research based:

Recent research on charter school effectiveness has found a number of factors contribute to their success. In What's the Secret Ingredient? Searching for Policies and Practices that Make

Charter Schools Successful, a 2016 white paper for Mathematica Policy Research, Philip Gleason found:

- Urban charter schools and charter schools primarily serving low-achieving and low income students have the strongest positive impacts on student achievement.
- Policies most strongly associated with charter school success include long school days or years, comprehensive behavioral policies with rewards and sanctions, and a mission that prioritizes boosting student achievement.
- Moderately strong evidence suggests that high-dosage tutoring, frequent feedback and coaching for teachers, and the use of data to guide teachers' instructional practices are positively associated with charter school success. With these factors in mind, the AFCLL Academy proposes to use the mentioned key design elements to accomplish its mission

Sports:

Student learning and development will drive all activities of the school, including the academic program, school culture, and extracurricular activities. Our students will participate in competitive sports at different levels. Soccer will be the first sport offered through AFCLL but others can be added in the future. All students will be exposed to the business of sports beyond playing the game, such as print and broadcast journalism, analytics, coaching, physical fitness and nutrition, business management, scouting and agent representation, design and architecture, marketing and public relations, finance and law. After taking the survey course sports 101 in 8th grade, upper grade students will take classes in a sports related track:

- Athletics: This will address how athletes are developed and supported, and includes topics such as coaching, sports psychology, nutrition, physical therapy and medicine.

In addition to gymnasiums, we intend to lease or partner to renovate a state of the art weight room and video suite to support this track with Mix Arbor place, if this doesn't work we will built our own.

- Sports Journalism: Sports journalism includes many different careers in online media, print and broadcast journalism. We intend to create a broadcast studio so students can experience firsthand the many sides of broadcast journalism, including production, videography, and anchoring.

- Business, Finance and Law: This includes sports management, analytics, marketing, sales, public relations, event coordination, law, agency and representation, finance and accounting.

We believe a school with an explicit theme student learning and development through athletics will attract and engage students. An article in the Harvard Education Review describes three types of themed schools: nominal, marginal and integral (Ancess and Allen, 2006). We intend the AFCLL Academy to be the latter; “there are some schools in which the theme is integral to the functioning of the school and the lives of everybody — students, teachers, counselors, and families — within the school community. In such schools, the theme’s influence can be seen in the daily life of students and teachers; in how the school’s leaders talk and behave; in the content of the curriculum, the forms of instruction, and the ways students are assessed; in the art or student work posted on the school’s walls; in unique school rituals; and in how the school interacts with its community, including families and neighborhood organizations.”¹ In addition, research on magnet schools has found that “career academies are most strongly associated with increased graduation rates” and some researchers have suggested that it is a magnet school's theme-based nature that leads to increased student interest and engagement.”²

¹ Ancess, Jacqueline & Allen, David. (2006). Implementing Small Theme High Schools in New York City: Great Intentions and Great Tensions. Harvard educational review. 76. 401-416.

² <http://magnet.edu/files/review-of-research-on-magnet-schools.pdf>

2. MEASURABLE GOALS AND OBJECTIVES

A. MEASURABLE ACADEMIC GOALS AND OBJECTIVES

AFCLL Academy Charter Schools academic goals and objectives are aligned with our mission to produce productive citizens and empower them with the skill sets that will contribute as leaders to the society. We believe in educating through athletics, also that skill begets skill and motivation begets motivation. Sports being competitive in nature its natural for us to have comparative measures with other elementary and middle school around us and in the commonwealth of Pennsylvania on academic goals and objectives.

Academic Goals

GOAL 1

English Language Arts, Math, Science and Social Studies. Students will be proficient in these subjects.

Absolute Measures

- Each year, 90 percent of students in the school Accountability Cohort will meet the advanced/proficient standard of 8th grade student is Pennsylvania (currently cut scoring 1000 and above on the PSSA exams) by the completion of their fourth year in the cohort.

-Each year, 90 percent of students in the school Accountability Cohort who did not score proficient or advanced on their PSSA English language arts exam will meet the advanced/proficient standard by the completion of their fourth year in the cohort.

Comparative Measures

- Each year, students in the school Total Cohort will exceed the predicted pass rate on the PSSA English and Math exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) per a regression analysis controlling for historically under- performing students among all 5th, 6th, 7th and 8th grades schools in Pennsylvania.

- Each year, the academic growth will exceed that of comparable students from the local school district.

Growth Measures

- Each year, under the annual growth target for school wide and all major subgroups, the relative growth of selected students will exceed the state's median growth, established by the PDE and ESSA legislation.

GOAL 2

AFCLL Academy Charter School Instructions will be data driven.

-100% of the faculty will be expected to have a performance level of Exemplary/Accomplished per Danielson's Framework for teaching in all the 4 domains. Which will meet and exceed state qualification and will be certified in their area of instruction

-100% of regular education students will demonstrate one year of growth on NWEA Map.

-100% of special education students will demonstrate appropriate growth as measured in progress monitoring tools using AIMSWeb. Student growth measures will be detailed in each student's IEP.

-100% of teachers will participate in data analysis tasks focused on understanding student growth and learning as part of AFCLL Academy Charter School teacher professional development

AFCLL Academy Charter School will have a curriculum aligned with state standards.

GOAL 3

Personalized Learning

We have designed our school's educational program around "personalized learning" concepts. Personalized learning is an approach to instruction that is centered on the student. It taps into a student's needs, strengths, and interests to engage students and to provide a "best fit" education for each student. The instruction is tailored to the individual needs of the student, and students learn in a way that best meets their learning style.

- 100% of students will have a Learner Profile, a summary of the student's academic history, strengths, interests, social-emotional needs, and how he learns best. It will be developed with the student and the parents to let the school know how to provide a tailored education that meets the individual student's needs and goals.

- 100% of the Students will have a Learning Plan, an individualized, academic plan that will enable the student to reach academic proficiency and meet his/her other learning goals. It outlines the part of a student's curriculum that will be taught directly and the activities and lessons that will be customized for the student.

- All teaching staff will implement a flexible Learning Environment, which allows students to have a more tailored schedule and allows the teacher to use multiple strategies to differentiate instruction. Students may receive some instruction in a large group (25 students) or work in a small group, with a partner, or by herself/ himself. With the help of technology, and because the doors of the school will be open from 6:30 a.m. until 6:00 p.m., students may also learn before school, after school, or at home.

- Competency-Based Education will be implemented by all faculty to allow students to learn at their own pace. If a student has already mastered an objective or standard, they can move on to accelerated objectives or to a topic related to their other learning goals. If a student is struggling with a concept, she can take more time and received more individualized or small group instruction.

- AFCLL Academy faculty will meet with every parent or guardian and her student to review the student's academic history, strengths, interests, and other needs. This "learner profile" will assist the teachers in developing an individualized Student Learning Plan. In this way, we can tailor the student's education to his or her needs and increase the student's ownership over their learning.

B. MEASURABLE NON-ACADEMIC GOALS

Evaluation:

-100% of the students will be evaluated if they are Academically and Athletically on track to join high school in a position of strength. Due to the partnership and services of AFC Lancaster Lions there is a great synergy to create a vertically integrated system with the students and their families since pre-K till they graduate from college, so we should be able to follow the student High school career academically and athletically to make sure they are eligible to matriculate to a University/ College Program or career ready.

- 100% of students will have twice a week meetings via telephone, in person, social media and email involving college recruitment process guidance

- Assessment:

- Our faculty will attend 100% of the sports events Assessment Days approved by the board, Determine student athletic level, quantifies student grades according to NCAA Division I, II, III, NAIA, NJCAA and NCCAA eligibility centers

-100 % of our students will be accurately advised about best academic entry routes. Informing the student and family if Entry Testing is needed to be accepted at the institution of higher learning.

-Determine the Student Scholarship options and Financial Aid for college education.

-Sets out the Cost of college Education.

-Provide vital information and the costs of getting to college.

-Secures further phone and email advice for player and player parents.

Networking and field trips:

-100% of AFCLL Academy Charter School student and family mentoring.

- 100% of our students will be Professional advice and the benefit of many years' experience.

-100% of students will be Individually introduced & recommended to college coaches and colleges.

-All our students will have a clear and concise profile directly accessed by colleges and college coaches.

-All AFCLL Academy Charter students will Play in showcases or visit colleges.

-100% of the scholars will have Personal edited highlights.

- All Scholars will have Specific Entry Test guidance.

-100% of families in AFCLL Academy Charter School will be given information about NCAA Division I, II, III, NAIA, NJCAA and NCCAA eligibility centers.

-ALL Families in AFCLL Academy Charter School will be introduced/ given assistance with college application forms.

-100% of the students will be given Regular guidance, update sessions on college recruitment process.

-All students will receive Post 8 grade placement support through high school into college and beyond with a strong Alumni community.

3. EDUCATIONAL PROGRAM

A. EDUCATIONAL PROGRAM

Describe the educational program of the school, providing an overview of the curriculum and the content in all subject areas.

A brief overview of learning goals for each subject area is listed here. Please see **Appendix A1A - Curriculum Outline** for an outline of the curricula we have selected to achieve these goals, and see the appendices identified in each subsection for a description of how each curriculum aligns with the relevant Pennsylvania Standards, Chapter 4 of the Public-School Code, and applicable state law. See also **Appendix A1B - Graduation Requirements** for a listing of requirements mapped to the successful completion of these curricular offerings.

LANGUAGE ARTS

(see Appendix A2 - English Language Arts)

The Pennsylvania Core standards for ELA (3) will define our Language Arts scope and sequence at all grade levels. Our students will develop foundational literacy skills alongside the ability to read, comprehend, and analyze both literary and informational texts. Students will learn to write for a variety of purposes and audiences while learning how to use precise language, grade-level appropriate grammar and mechanics, and varied, interesting sentence structures.

Students will leave AFCLL Academy viewing literacy as a core life skill – not only able to fluently read, comprehend, and analyze grade level texts as detailed in the PA Core Standards but positioned to use reading and writing skills strategically as they move forward to high school, college and career.

Language arts at AFCLL Academy will reflect the primary shifts associated with the Pennsylvania Core standards: increased text complexity and use of academic vocabulary; a focus on text-evidence as the basis for reading, writing, and speaking; and “reading to learn” from content-- rich informational texts.

(4)

3 <http://static.pdesas.org/content/documents/PA%20Core%20Standards%20ELA%20PreK-5%20March%202014.pdf>

4 PA Core standards are derivative of the Common Core Standards; key shifts are detailed in the following document <http://www.corestandards.org/other-resources/key-shifts-in-english-language-arts/>

MATHEMATICS

(See Appendix A3 - Mathematics)

The Pennsylvania Core standards for Mathematics (5) will define our mathematics scope and sequence at all grade levels. In addition, the Pennsylvania Core Standards for Mathematical Practice align with the AFCLL Academy approach of teaching both procedural fluency and deep conceptual understanding.

Students will develop strong procedural fluency alongside conceptual understanding; they will be able to approach a problem with multiple strategies and they will be able to engage in high-quality “math talk,” through discussion based approaches to mathematics teaching.

Math at AFCLL Academy will reflect the primary shifts associated with the Pennsylvania Core standards: a focus on fewer topics with more conceptual depth; coherence among topics within a grade and vertical alignment across grades; and a high level of rigor reached through a balance of procedural fluency, conceptual understanding, and application.

SCIENCE, TECHNOLOGY AND ENGINEERING

(See Appendix A4 - Science, Technology and Engineering)

The Pennsylvania Academic Standards for Science, Technology and Engineering and Next Generation Science Standards (NGSS) (6) (7), define our science scope and sequence at all grade levels. These standards include embedded inquiry components as well as content components addressing biological sciences, physical sciences (chemistry and physics), earth and space sciences, technology and engineering standards, and environment and ecology strands across all grade levels, with similar content but increased complexity at higher grades.

At the high school level, the course of study reflects a rigorous and relevant comprehensive curriculum that is vertically articulated as follows: Physical Science, Environmental Science, Biology, Chemistry, and Physics.

In alignment with the Pennsylvania academic standards, earlier grade levels at AFCLL Academy will have a strong emphasis on the inquiry process. Students will develop a scientific approach to problem solving through inquiry and controlled experimentation. Science, aligned with the Pennsylvania Academic Standards, is included in daily instruction, as a core part of AFCLL Academy’s STEAM curriculum. Each grade level will have sustained opportunities to develop computer science knowledge. - Pennsylvania Core Standards for Reading and Writing in Science are embedded in the science curriculum for grades 6- 8, but literacy—in terms of learning science from informational text, using scientific vocabulary, and writing about scientific understandings—will be a central part of the science curriculum K-12 (8).

⁵ <http://static.pdesas.org/content/documents/PA%20Core%20Standards%20Mathematics%20PreK-12%20March%202014.pdf>

⁶ <http://www.nextgenscience.org/>

⁷ http://static.pdesas.org/content/documents/prek-2_science_and_technology_standards.pdf and

[http://static.pdesas.org/content/documents/Academic_Standards_for_Science_and_Technology_and_Engineering_Education_\(Elementary\).pdf](http://static.pdesas.org/content/documents/Academic_Standards_for_Science_and_Technology_and_Engineering_Education_(Elementary).pdf)

⁸ <http://static.pdesas.org/content/documents/PA%20Core%20Standards%20for%20Reading%20in%20Science%20And%20Technical%20Subjects%20March%202014.pdf> and

<http://static.pdesas.org/content/documents/PA%20Core%20Standards%20for%20Writing%20in%20Science%20and%20Technical%20Subjects%20March%202014.pdf>

HISTORY AND THE SOCIAL STUDIES

(See Appendix A5 - History and Social Studies)

The Pennsylvania Academic Standards will define our social studies scope and sequence at all grade levels (9). Throughout grades 5th-8th, students will regularly revisit four content areas, with different context and complexity: economics, civics and government, geography, and history (including PA history). While working with this content, students will also develop process-related skills of analysis, research, and writing, and they will develop an understanding of broad themes and information structures, such as cause-and-effect models that are so prevalent in the study of history and social sciences. Social studies and history will be taught daily. The Pennsylvania Core Standards for Writing in Social Studies and for Reading in Social Studies will be embedded in the curriculum for grades 6-8, and literacy related activities such as reading and learning from informational text, using academic vocabulary, and analyzing important social studies text, will be a central part of the social studies curriculum at all grade levels.

HEALTH, SAFETY, AND PHYSICAL EDUCATION

(see Appendix A6 - Health, Safety and Physical Education)

The Pennsylvania Health, Safety, and Physical Education Standards (10) and Pennsylvania School Code will define our Physical and Health Education Curriculum in all grades. All students K-12 will participate in planned instruction that is aligned with academic standards in health and physical education as part of our “specials” program. We will meet Pennsylvania Health, Safety, and Physical Education Standards through a variety of activities and formats. Our program will include a rotation of team sports such as basketball and volleyball as well as individual activities including yoga. This variety in activities provides expanded physical education learning opportunities for all students. Additionally, we will dedicate approximately four weeks of the school year to an explicit focus on meeting the health and safety standards. Because health and physical education is not assessed through the state assessment system, AFCLL Academy will develop a standard aligned assessment system using the SAS framework provided by PDE (11).

⁹ Detailed standards for civics & government, economics, geography, and history, can be accessed here:

<http://www.pdesas.org/Page/Viewer/ViewPage/11>

¹⁰ <http://www.stateboard.education.pa.gov/Documents/Regulations%20and%20Statements/State%20Academic%20Standards/SandyHealth.pdf>

¹¹ <http://www.pdesas.org/Assessment>

ARTS AND THE HUMANITIES

(see Appendix A7 - Arts and Humanities)

The PA Core Standards for Arts and the Humanities (12), as well as the National Core Arts Standards and National Visual Arts Standards (13) for K-12, define our arts and humanities curriculum. Students will have extensive learning opportunities in visual arts, music, theater, and dance. Additionally, we will utilize art therapy as part of our mental health curriculum.

A detailed arts curriculum guide, drawn from an exemplary arts program in Lehigh Charter arts, is included in **Appendix A7 - Arts and Humanities**. Additionally, a crosswalk document is provided to ensure that all PA Arts and Humanities standards are met.

WORLD LANGUAGES

(see Appendix A8 - World Languages)

The PA School code requires that every school district provide planned instruction in at least two languages in addition to English, at least one of which shall be a modern language, and at least one of which shall be offered in a minimum 4-year sequence in the secondary program (middle level and high school). AFCLL Academy meets these requirements in multiple ways. First, at the elementary level (5TH grade) AFCLL will utilize a Foreign Language in the Elementary Schools model (FLES) where the target language (Spanish) is taught for designated periods of time. In grades 6-8, instruction will focus exclusively on Spanish language instruction. Students will be assessed using the proficiency standards delineated by the American Council on the Teaching of Foreign Language (ACTFL) (14).

FAMILY AND CONSUMER SCIENCES

There will be no explicit coursework focused on Family and Consumer Sciences (15). However, these standards will be met in other areas of the AFCLL Academy curriculum. Specifically, Standard 11.1 (Financial and Resource Management) will be addressed in Social Studies curriculum; Standards 11.2 (Balancing Family, Work and Community Responsibility) and 11.4. (Child Development) will be addressed in the Social Emotional Learning Curriculum and Standard 11.3 (Food Science and Nutrition) and will be addressed in the four weeks devoted to health and safety education as part of the health education curriculum.

¹² http://static.pdesas.org/content/documents/Academic_Standards_for_the_Arts_and_Humanities.pdf

¹³ <https://www.arteducators.org/learn-tools/national-visual-arts-standards>

¹⁴ <https://www.actfl.org/publications/all/world-readiness-standards-learning-languages>

¹⁵ http://static.pdesas.org/content/documents/Academic_Standards_for_Family_and_Consumer_Sciences.pdf

CAREER EDUCATION AND WORK

(see Appendix A9 – Career, Education and Work)

PA Standards for Career Education and Work will comprise the core work of our career readiness coursework (16). There is strong evidence that preparing students for college and career is an important investment. For example, there is strong research evidence that schools that invest in the creation of an educational environment that is intentional and explicit about the demands of life beyond the high school years work to remove potential barriers to pursuing postsecondary education.

DRIVER'S EDUCATION

AFCLL Academy will not provide Driver's Education. This subject is not mandated as part of the PA School Code.

BUSINESS, COMPUTER, AND INFORMATION TECHNOLOGY

The PA Standards for Business, Computer, and Information Technology (17) will be met in multiple ways. First, students will participate in basic keyboarding as part of the elementary curriculum. Second students will participate in a rigorous computer science and robotics curriculum 5th to 8th grade.

RATIONALE FOR PROPOSED CURRICULUM

The AFCLL Academy Charter School team has selected a curriculum for each subject area that will best address the needs of our students, our school's mission and model, and the priorities detailed in the PA Core Standards as required by all schools operating in the Commonwealth of Pennsylvania. We have chosen curriculum materials that align with our academic approach. Importantly, the curricular resources we have selected have also been demonstrated to effectively meet the needs of multiple subgroups of students, including students with disabilities, English Language Learners, and other at-risk populations.

¹⁶ http://static.pdesas.org/content/documents/Academic_Standards_for_Career_Education_and_Work.pdf

¹⁷ http://static.pdesas.org/content/documents/BCIT_standards.pdf

B. STUDENTS WITH DISABILITIES

Describe how your school will meet the educational needs of students with disabilities in accordance with Chapter 711. Describe your projections for special education instructional programs that will be operated directly by the charter school or operated by others under contract with your charter school. List any support staff and related service providers that might be employed directly by the charter school or provided under contract, who will provide required support for students with disabilities receiving special education.

AFCLL Academy will adhere to national and state policies regarding special education identification and accommodations: The Individuals with Disabilities Education Act (IDEA) Part B, Americans with Disabilities Act Title II, Rehabilitation Act Section 504, and applicable Pennsylvania statutes, primarily sections 162.670 to 162.710. In compliance with Federal law, AFCLL Academy will annually submit to DESE a local compliance plan that indicates how a free and appropriate public education will be provided to children with disabilities. The School will comply with the local compliance plan, the state plan, and state and federal laws and federal regulations. AFCLL Academy will serve all students regardless of ability and will comply with all state and federal statutes, including Title II of the ADA, the IDEA, and Section 504. AFCLL Academy will educate students with disabilities in the Least Restrictive Environment (LRE) and with their nondisabled peers, to the extent appropriate and allowed by each student's IEP. The school will not discriminate in admission or enrollment against students having or suspected of having disabilities.

All students with special service needs will be identified in accordance with Child Find Requirements (34 CFR §300.125). AFCLL Academy will conduct a full and individual initial evaluation, in accordance with 34 CFR §300.305 and 34 CFR §300.306, before the initial provision of special education and related services to a student. If a determination is made that a child has a disability requiring special education and related services, an Individualized Education Program or IEP will be developed for the child in accordance with 34 CFR §300.320. The IEP will be in effect at the beginning of the school year and will be reviewed and revised periodically, and at a minimum annually. The IEP Team for each child with a disability shall include all individuals specified in 34 CFR §300.321. In addition, AFCLL Academy will provide transportation for students requiring special education services in compliance with 34 CFR §300.323.

Special education processes and procedures. To ensure that all students' needs are well met, AFCLL Academy will hire teaching staff who have the appropriate special education licensure. AFCLL Academy will hire a Learning Support Specialist (LSS) with experience leading effective special education programs to work closely with leaders, teachers, and students to provide accommodations and modifications as needed. The LSS will also oversee the inclusion program by supporting teams of co-teachers, observing co-teaching, and giving feedback on accommodations that are made to classroom materials. The LSS will also maintain records and ensure that all staff meets the needs of all students with disabilities.

Identifying students with disabilities, IEP development and implementation. Upon enrollment, families will complete questionnaires to identify if their child has received special education services or has been diagnosed as having a disability. Once students are enrolled in the school, the DSS will communicate with families whose students are already receiving special education services. The staff will implement existing IEPs and provide an appropriate education in the LRE. If a student with an IEP is not making effective progress, the special educator will

convene appropriate stakeholders and, if appropriate and only with parent consent, the team will make changes to the IEP.

AFCLL Academy will use a Child Study Team (CST), a small team of licensed special and general education teachers, to respond to the specific learning needs of all students in the general education classroom, provide continuous support, and, when appropriate, evaluate students for special education services. The CST is engaged after initial academic or behavioral concerns for a student are raised by a teacher or parent/guardian. If a teacher raises the concern, s/he completes a CST referral form and the student's parent/guardians are informed. The CST meets to evaluate the student's classroom performance and prescribes an intervention to address the obstacle(s) to academic success. Through this process, the CST creates a comprehensive plan that includes strategies and structures for staff to employ. Over the next 3-10 weeks, members of the CST periodically observe the implementation of the plan and reconvene to evaluate its effectiveness. The plan generally will provide for increasingly scaffolding interventions, beginning in the general classroom setting, then small-group settings, and finally in one-to-one settings. The CST uses observation and assessment data to decide which strategies and interventions to continue, modify, and discontinue. If the adjusted plan is effective, the CST continues its ongoing monitoring, evaluation and adjustments. If the plan is not effective, the CST will consider referring the student to an outside resource for more specialized evaluation.

When an evaluation indicates evidence of a disability and that special education services are appropriate, an IEP team consisting of the parents, LSS, a regular education teacher, and the student (if age and developmentally appropriate) will develop an IEP for the student and special education services will be provided. All IEPs will be evaluated annually and revised as needed by the IEP team. All students receiving special education services will be reevaluated at least once every three years.

Instructional Models. AFCLL Academy will serve students with disabilities within an inclusive co-teaching model to the greatest extent appropriate. AFCLL Academy believes students with disabilities benefit from additional adult support, and there are significant benefits of two teachers collaborating to plan and deliver high quality instruction. Some of these structures include a clear deadline by which the general education teacher provides the special education teacher with materials that need to be modified for each student with an IEP and a built-in time for co-teachers to meet with the LSS to discuss achievement data of students with disabilities. Each teacher will be responsible for implementing the IEPs of all students in their classes and seeking support in implementation when necessary. Staff PD will support this approach.

AFCLL Academy anticipates serving a significant range of student needs, including multi-handicap, autistic and mildly cognitively-impaired students. In cases where these students' IEPs dictate the need for a low teacher-to-student ratio or alternative curriculum, it may be necessary to place them in substantially separate classroom settings. AFCLL Academy will directly operate all facets of its special education program and will be responsible for evaluating and hiring staff to meet the needs of all students. AFCLL Academy will rely on three primary instructional models:

- **Full inclusion.** A student attends general education classes all day and receives accommodated and/or modified instruction and instructional materials by a special education certified teacher or Para/Aide in accordance with the IEP.
- **Substantial inclusion.** A student attends mostly general education classes but also receives accommodated and/or modified small group and individual instruction in a separate setting by a special education certified teacher or Para/Aide in accordance with the IEP.

- **Substantially-separate.** A student receives modified instruction in a small group or individual setting apart from the general education population by a special education certified teacher or Special Education Aide in accordance with the IEP.

Instructional methods will be developed and revised for students through ongoing teacher communication, are dependent on each student's specific disability, and can be used in each of the full inclusion, substantial inclusion, or substantially-separate classrooms. Methods include, but are not limited to, the methods outlined in **Appendix A12: Instructional Methods for Specific Disabilities**. AFCLL Academy is committed to meeting all goals identified in IEPs.

Evaluation of special education program. AFCLL Academy will formally evaluate its special education programming every spring. During this time, AFCLL Academy's school leader and LSS will review student performance in the school's special education program, including individual student progress towards yearly IEP goals, including progress reports, report cards, monitor reports from special education teachers, and statewide assessments. The results of this analysis will inform programmatic revisions, including PD, to better ensure that students are making progress towards IEP and academic goals.

Special education staffing. The following table overviews the staffing profile that AFCLL Academy is assuming. The number of staff and percentage of time spent by grade level will depend upon enrolled students' needs. AFCLL Academy currently anticipates needing at least one full-time Learning Support Specialist and one full-time Special Education Para/Aide per grade level.

- Learning Support Specialist (LSS). Monitors and assesses all students with disabilities and ELL support programs, manages all special education staff and the CST, develops all staff via PD. Requires Master's Degree, ESL certification, and 5 years' students with disabilities and ESL teaching experience.
- Learning Support Specialist (LSS) - Inclusion. Designs and implements curricular accommodations and modifications required by IEPs, manages IEP review and evaluation process for students. Requires SPED certification.
- Learning Support Specialist (LSS) - Substantially-Separate. Designs and implements specialized curricular accommodations and modifications required by IEPs, manages IEP review and evaluation process for students. Requires SPED certification with focus on specific disability.
- Special Education Para/Aide. Assists special education teachers to ensure IEP compliance. Requires relevant child-care experience and references.

Specific positions and the proportion of each position's time that will be dedicated to SPED instruction may vary from original projections based on the needs that will be served. In cases where an IEP requires specialized services not offered by AFCLL Academy's special education staff, such as speech, physical and occupational therapy, the school will contract with external providers. AFCLL Academy's founding team stands ready to make budgetary adjustments depending on the actual need for such services.

C. TEACHING METHODS

What teaching methods will be used? How will this pedagogy enhance student learning?

To increase achievement on CCSS-aligned assessments, AFCLL Academy's overall instructional philosophy will be consistent across all classrooms. AFCLL Academy believes all students can learn at high levels, and it is therefore critical that staff collaborate to internalize and apply research-based practices that benefit all students, especially students with disabilities and ELLs.

AFCLL Academy will support consistency and vertical alignment by grounding all instruction in common curricula and a data-driven, "assessment for learning" approach. To ensure clear intended learning outcomes, AFCLL Academy will use benchmark "Destination Assessments." These assessments will focus teachers and students on essential knowledge and skills while providing data for instructional improvement. They will fall into two categories: external assessments (e.g. NWEA MAP) and internal assessments (e.g. ACT-aligned interims or an essay). **Section I.4.A: Assessing Student Performance provides additional detail.**

To prepare students for the rigor of these Destination Assessments, AFCLL Academy will engage students in a continuum of participatory teaching methods. To support these participatory methods, AFCLL Academy will use instructional models to ensure all students develop a thorough grounding in content and skills with the goal of application and synthesis via discussion, practice, and collaborative learning. Teachers will choose from the following instructional models based on need, standards, and the Destination Assessment rigor:

- Whole Group Direct Instruction. Students will learn foundational skills and knowledge in heterogeneous groups, guided by the facilitation of a teacher and/or co-teachers.
- Small Group Direct Instruction. Students will learn in homogenous groups to address skills or knowledge that are particular to the needs of that group. This structure will be especially important for the rapid development of literacy and numeracy foundations as well as for targeted support of students with disabilities and ELLs.
- Personalized Learning. Students will drive their own learning through goal-setting and independent practice. This structure will: (1) Maximize students' autonomy and ownership of learning, which is especially helpful for students with special needs to develop their wayfinding and executive functions; (2) Maximize students' ability to monitor their own progress; (3) Create flexible opportunities for students to get lots of "at bats" with knowledge and skills they have not yet mastered and (4) Leverage teachers for higher order conceptual and shared learning rather than relatively mundane tasks like generating and tracking student progress on a math problem set.
- Collaborative Learning. Students will collaborate with others to drive their collective learning, build habits of discussion, and practice for application-level assessments and expeditions.
- Tutoring. AFCLL Academy has developed partnerships with nonprofits, businesses and universities to offer a high volume of individual tutoring services to students.

Mastery-Focused Pedagogy. AFCLL Academy will develop teachers in universal pedagogical principles that ensure high engagement, support, and rigor whether in whole group or personalized instructional models. The following

strategies are prioritized to ensure that students with disabilities, students with limited English language proficiency, and students “at-risk” of academic failure meet the high standards that are set at AFCLL Academy.

Help Students Until They Master It. Students learn at varying rates. AFCLL Academy believes in Growth and the potential of all students to meet high standards. AFCLL Academy will therefore be prepared to support students regardless of the pace at or style in which they learn until they reach mastery, via: [i] Clear, engaging, high-quality lessons fostered by a low student to teacher ratio; [ii] Station rotations through small group, collaborative, and personalized learning models; [iii] Pull-out and push-in support from Learning Support Specialists for students with disabilities and ELLs; [iv] Extended block schedule that allow for sustained practice before shifting to a new cognitive task; [v] Increased learning time relative to traditional schools; [vi] Additional services such as counseling, speech, and occupational and physical therapy; and [vii] Tutoring.

Caring Relationships. Feeling known, cared for, and respected is a prerequisite to the sense of personal value and well-being necessary for learning. To maintain a “small feel” and develop an intentional community, AFCLL Academy will operate as distinct middle school academies, each employing a strong daily advisory structure to foster a feeling of belonging in a tight-knit community. Staff will have ample time and support for building relationships with students. Together, students and staff will meet challenges and come to see that with shared, hard work they can surpass any obstacle.

Help students envision a bright, inspiring future. Children who have a clear and positive image of their futures are better able to overcome the hurdles that being born into low-income communities can place before them. AFCLL Academy will continuously engage students in college and career learning opportunities to ensure they internalize an equitable vision of their own future and the growth mindset to connect their work at AFCLL Academy to the development of knowledge and skills necessary to succeed in these institutions. This message will be reinforced through: {i} Frequent learning about and reference to inspiring leaders, universities, and career paths; {ii} Connections with speakers, mentors, and tutors from universities and area businesses; {iii} Field trips to museums, local and national parks, and universities; and {iv} Expeditions, internships, and study abroad programs.

Foundational Texts to Ensure Equitable Pedagogical Practices. All AFCLL Academy’s teachers will be developed using Zaretta Hammond’s Culturally Responsive Teaching and The Brain and Aida Walqui and Leo van Lier’s Scaffolding the Academic Success of Adolescent English Language Learners, both during summer PD and throughout the year. These texts provide a strong grounding in principles of teaching and learning that drive equitable communities and outcomes. Teachers will also leverage tools described in the Teach Like a Champion taxonomy to support high levels of cognitive engagement.

Provide Structure and Order. AFCLL Academy believes that all students have a right to a safe and orderly school. Creating an environment in which teachers can focus on students’ priority needs and students can focus on learning and mutual support is essential to our mission. We will therefore hold students to high, clear expectations for academics and behavior. Please see Section A.8: Culture and Climate for more detail.

D. SCHOOL CALENDAR

Attach the school calendar and identify hours of the school operation, as per Section 1715-A(9).

Calendar:

Schedules: There is ample research demonstrating that adolescents do not enter sleep mode until 10:45 pm and their brains remain in sleep mode until 8:00 am. Consequently, the American Academy of Sleep Medicine issued a Position Statement <https://schoolstarttime.org/2011/06/12/schools-recently-delaying-start-times/> in 2017 asserting “that middle school and high school start times should be 8:30 AM or later to support:

- An adequate opportunity for adolescents to obtain sufficient sleep on school nights.
- Optimal alertness in the classroom environment to facilitate peak academic performance.
- Reduced tardiness and school absences to foster improved opportunities for learning.
- Adolescent mental health and psychological well-being.

AFCLL Academy will open doors at 6:00 am for morning preps, start breakfast at 8:30 am, followed by a community meeting at 8:50 am, then classes will start at 9:00 am. The schedule will run until 4:00 pm, providing students with a seven-hour school day, and then later the students will participate in their sports related activities from 4:00 pm to 6:00 pm, which is longer than the traditional district school day. Students will have six instructional periods in to take ELA, Math, Science, Social Studies, PE and an Elective as well as a period for Academic Coaching and Advisory and a shortened period for lunch. We intend to use a 4x2 model whereby courses are paired—ELA and Social Studies, Math and Science, PE and Electives, Coaching/Advisory and Lunch. While the base schedule is designed for the consistency of daily courses, the 4x2 model allows teacher pairs to coordinate double blocks for extended learning activities such as labs or debate or presentations. Advisory groups can also incorporate lunch into their discussions and activities. The Academic Coaching period is held three days per week and grade level teacher teams will review student needs and assign students to the subject(s) they feel require additional support. Thus, students may meet with different teachers on different days. Advanced students can use this period for acceleration with computer-based instruction or other forms of student-directed learning. To support school culture and social emotional learning, a short community meeting is held every morning to build esprit décor and an Advisory period is held two days per week for career readiness skills and social emotional learning. Teachers teach four subject area courses per day or two extended blocks over two days (total 220 minutes per day). They also provide academic coaching for one period three days a week. In addition, each teacher will work with a small group of students on social emotional learning during twice weekly Advisory class. Teachers get two periods per day for planning and class preparation (110 minutes). Planning blocks may be used for collaborative planning meetings once departments are established. Monday mornings there will be a staff meeting and on Wednesday mornings a grade level team meeting.

SAMPLE STUDENT SCHEDULE

6:00-8:30 prep	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-8:50	Breakfast	Breakfast	Breakfast	Breakfast	breakfast
8:50-9:00	Community meeting	Community meeting	Community meeting	Community meeting	Community meeting
9:00-9:55	ELA	ELA	ELA	ELA	ELA
9:55-10:50	History	History	History	History	History
10:50-11:45	Academic coaching	Advisory	Academic Coaching	Advisory	Academic coaching
11:45-12:15	Lunch	Lunch	Lunch	Lunch	Lunch
12:15-1:10	Math	Math	Math	Math	Math
1:10-2:05	Science	Science	Science	Science	Science
2:05-3:00	PE	PE	PE	PE	PE
3:00-3:55	Career pathway	Career pathway	Career pathway	Career pathway	Career pathway
	Soccer	Soccer	Soccer	Soccer	Soccer

Sample Teacher Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-9:00	Staff meeting		Department meeting		
8:50-9:00	Community meeting	Community meeting	Community meeting	Community meeting	Community meeting
9:00-9:55	ELA1	ELA1	ELA1	ELA1	ELA1
9:55-10:50	ELA2	ELA2	ELA2	ELA2	ELA2
10:50-11:45	Academic coaching	Advisory	Academic coaching	Advisory	Academic coaching

11:45-12:15	Lunch	Lunch	Lunch	Lunch	Lunch
12:15-1:10	ELA3	ELA3	ELA3	ELA3	ELA3
1:10-2:05	ELA4	ELA4	ELA4	ELA4	ELA4
2:05-3:00	Planning	Planning	Planning	Planning	Planning
3:00-3:55	Prep	Prep	Prep	Prep	Prep
	Soccer	Soccer	Soccer	Soccer	Soccer

4. SCHOOL ACCOUNTABILITY

PART 1: SCHOOL

A. ASSESEMENT AND EVALUATION

What methods of self-assessment or evaluation will be used to ensure that the school is meeting its stated mission and objectives?

AFCLL Academy will constantly check its progress towards school objectives by having an Instructional Leadership Team (ILT), overseen by the principal and including lead staff members, which will report progress to the board. The accountability team will convene monthly to track data for school accountability measures, with a focus on students with Individualized Education Plans (IEPs) and on those Regular Education students who are below-grade level in key academic areas. The ILT will meet at least once per month throughout the year. The Instructional Leadership Team will:

- Identify and promote those measures and assessments that are appropriate to district, state, and national standards.
- Evaluate and recommend those additional measures and assessments that may be appropriate to the school. These will not include those specific assessments used by classroom teachers to assess student performance on course-related materials.
- Establish a specific and appropriate system for measuring and tracking the progress of students with Individualized Education Plans (IEPs), and of designing interventions, modifications, and adaptations to ensure their continued success.
- Establish an assessment timetable that includes the time necessary for preparation, actual dates of assessment administration, and the dates by which results will be available to the school.
- Establish, publicize, and promote information concerning the purpose, processes, and timetables of administered assessments. These activities could include the conducting of school-wide information sessions.
- Establish policies on teacher and staff roles in the administration of the assessments.
- Develop an action plan for each assessment including the following:
 - Identification of area(s) affected by the assessment.
 - Expectations/standards for performance in each area.

- Factors affecting assessment in each of the identified area(s).
 - Identification of actions and activities appropriate to results that meet or exceed the expectations/standards for performance in each area.
 - Identification of actions and activities appropriate to results that do not meet the expectations/standards for performance in each area.
- Establish a specific timetable for the consideration and evaluation of assessment results.
 - Conduct a timely community-wide discussion of assessment results and solicit input on their possible ramifications.
 - Develop a set of proposed recommendations that may include reforms and/or revisions.

The ILT will also be responsible for administering satisfaction surveys at least twice per year to the organization's key stakeholder groups: teachers, staff, families, and students. The surveys will be self-designed or a modified version of surveys already in use by the School District of Lancaster. Surveys will assess stakeholders' views on the following key elements:

- school leadership quality.
- instructional staff quality.
- educational program quality.
- school safety.
- climate quality.

The accountability team will assess the progress in three key areas: Curriculum and Instruction, Student Achievement and School Climate.

CURRICULUM AND INSTRUCTION

The principal and the lead teachers will continuously monitor the curriculum and instructional methods to ensure that instructional methods are in line with AFCLL Academy's educational philosophy and model. The philosophy includes a student-centered environment in which teachers and staff model expected behavior and provide flexible and personalized support in order to challenge students and inspire them to become more curious about the world around them. It utilizes Project Based Learning tools and techniques. Individual student' learning profiles will be assessed and used as a guideline for delivery of instruction. Teachers' lesson plans, PBL planning documents and learning style inventories will be the tools used to assess the curriculum and instructional areas. The aspects of the Model listed above will be incorporated into lesson plans and other planning documents to ensure they are effectively and consistently demonstrated in the class setting. Scope and sequence documents for each course will also be used as a guideline to ensure that the curriculum is aligned to the PA Core Standards, consistent with the AFCLL Model, and focused on preparing students for secondary and post-secondary success.

STUDENT ACHIEVEMENT

To assess student achievement, AFCLL Academy will utilize standardized tests, classroom performance measures and other socioemotional instruments designed by AFCLL Academy Charter Schools.

Students will participate in state testing such as PSSA Exams. Progress monitoring will be completed on a regular basis to track advancements in reading and math levels. Student achievement data will be compared to comparable subgroups (i.e., Special Education students) within the School District of Lancaster, and the Instructional Leadership Team will regularly review the alignment between classroom performance measures (tests, performance tasks, project deliverables) and instructional materials to ensure that all standards are being adequately addressed and that students' unique learning needs have been adequately accounted for. The AFCLL Academy internal Education Assessment will also be utilized to measure the components of the AFCLL Academy philosophy that relate to student achievement. These measures include student's feelings of connectedness and engagement in their own learning, social and emotional resilience, problem solving abilities, and their ability to focus on their academic performance.

SCHOOL CLIMATE

School climate will be assessed in terms of student engagement, school safety and discipline, and parent, student, and teacher satisfaction surveys. In the AFCLL Academy Education model, learning is reinforced through a student-centered classroom design, strong relationships between children and adults, and arts-and-science infused enrichment opportunities. The impact of our model will be measured through the following metrics:

- Feedback on student, family, and staff surveys.
- Daily attendance tracking and participation in extracurricular activities.
- Disciplinary referrals, suspensions, and interventions.
- Counseling schedules, notes, and therapeutic interventions.
- AFCLL Academy-created socioemotional assessments.

The data sources listed above will be regularly reviewed by the Instructional Leadership Team to identify areas for school-wide improvement and "climate intervention" using incentive systems, opportunities for student leadership and other methods.

B. ADMINISTRATOR AND TEACHER EVALUATION

How will teachers and administrators be evaluated? Describe your standards for teacher and staff performance.

All professional staff at AFCLL Academy - teachers, counselors, and administrators alike - are expected to demonstrate professionalism, an unwavering commitment to children and to their practice, and a growth mindset that drives them toward continuous improvement. All AFCLL Academy professional staff will accordingly set annual goals, work with a coach and/or supervisor (depending on role) and gather data/evidence to measure progress toward those goals. AFCLL Academy seeks to be the kind of environment that fully supports the learning and development of its adults as well as its children.

PRINCIPAL EVALUATION

AFCLL Academy evaluation system for leadership is a reflective annual process that is grounded in multiple measure of effectiveness (school-wide achievement, assessment against a standards-based rubric, and goals that are co-created by the leader and her/his supervisor). The system is consistent with the school's commitment to continuous learning, differentiation, and relevance, and requires that leaders be both reflective and goal-oriented.

The attached rubric, developed by Kim Marshall and based on competencies developed by New Leaders for New Schools, provides a framework for self-assessment and conversation with the AFCLL Academy Board Chair and Executive Committee (who will also assess leadership against the rubric) around strengths and growth areas, improvement goals for both self and school, etc.

In addition, the AFCLL Academy Board will conduct an annual 360 Evaluation of the Principal, which will include input from parents, teachers, and other school stakeholders. The Principal will be expected to work with the Executive Committee to create an annual Growth and Evaluation Plan, including goals and metrics.

See Appendix A15A - Marshall Principal Rubric for criteria and indicators used to evaluate Principal performance, set goals, and provide constructive feedback.

TEACHER EVALUATION

AFCLL academy instructional staff will be certified in the subject area in which they teach and held to PA standards for teaching certification. Instructional staff will be experienced professionals who will be committed to the school's mission and vision and will do their professional and personal best to fulfill all duties and responsibilities of the charter. Teachers will be actively involved in the planning, implementation, and evaluation of the educational program and school operation and will be accountable to all stakeholders for students' academic and social growth.

AFCLL Academy will not discriminate against any staff member on the basis of race, religion, national origin, ancestry, gender, actual or perceived sexual orientation, marital status, physical disability, mental disability, medical condition, or age.

All instructional staff members will be expected to do the following:

- Be committed to the school's mission/vision and the principles that underlie it.
- Demonstrate expertise in the area(s) for which they are hired.
- Participate in all aspects of the school's programs and activities.
- Engage with all stakeholders in ways that are respectful and consistent with the school's Code of Conduct.
- Engage with families as partners in their students' learning.
- Respect the sensitive nature of students' specific learning disabilities and/or mental health status and follow all applicable FERPA laws.
- Be punctual and thorough in meeting professional responsibilities.
- Demonstrate success in helping students meet individual and school-wide performance goals.
- Participate in professional development opportunities, incorporating new knowledge and skills in their work.
- Demonstrate effective classroom management.

Teachers will be required to submit lesson plans to the administration using an agreed upon lesson plan template and work plan. Administration will audit classes periodically to ensure teachers are carrying out the lesson plans as

documented. Lesson plans should include an outline to describe how the teacher plans on addressing students' diverse learning needs and plans for differentiation.

An instructional staff evaluation plan will be developed to ensure the success of continuing professional growth of the staff. AFCLL Academy takes a continuous learning and improvement stance towards teacher evaluation. Our approach to evaluation is not about a school leader sitting in a teacher's classroom two times each year. Rather, it is an ongoing process of goal setting, learning, and evaluation.

The evaluation plan will include, but is not limited to the following:

- Teacher self-assessment and goal setting at the beginning of the school year.
- On-going self-assessment and revision of yearly goals.
- A schedule of peer coaching, mentoring, and modeling of effective practices and peer reflection.
- On-going formal evaluation (twice annually) by the Principal or designee.
- Meetings with the Principal for feedback based on observations and self-assessments.
- A minimum of two written evaluations for all first and second year teachers; then a minimum of two for those with more than two years' experience in AFCLL Academy.
- Additional evaluations will be done as deemed necessary for staff in need of additional support.

The formal evaluation tool will be based on the Charlotte Danielson framework. The Danielson framework includes four domains on which teachers will be evaluated, including planning and preparation, the classroom environment, instruction, and professional responsibilities.

In addition to the Danielson Framework, staff will be evaluated using the AFCLL Academy Performance Summary. The AFCLL Academy Performance Summary encourages staff to reflect on their accomplishments and identify their challenges. The performance summary also includes an action plan to overcome challenges, a timeline to complete the action plan and a plan for individual growth. Each staff member completes the AFCLL Academy Performance Summary with an administrator at both a Mid-Year and End-of-Year Review to ensure a comprehensive list of accomplishments and challenges are included and that the action plan, timeline, and individual growth plan are both relevant and achievable.

Finally, teachers will receive feedback based on data from student satisfaction surveys. Mid-year evaluations will include input from the Principal regarding contract renewal. Retention or non-retention decisions will be made by the Principal, subject to Board approval.

See Appendix A15B – AFCLL Academy Performance Summary and Appendix A16 - Danielson Framework for a sample reflection/action plan document and an overview of our approach.

Performance Evaluation - The annual review of a professional employee or semi-annual review of a temporary professional employee which utilizes a rating system required pursuant to 24 P.S. §11-1123 and a rating form or an alternative rating form approved by the Department as set forth in 22 Pa. Code, Chapter 19.

TEACHER AND STAFF DEVELOPMENT

AFCLL Academy will provide opportunities for staff development in the form of in-service days, weekly staff meetings, and by encouraging participation in professional organizations.

In-Service days: A minimum of four in-service days prior to the first day of school will be provided to all instructional staff. An additional four in-service days will be planned throughout the school year and two in-service days at the end of the school year to engage in data analysis and future planning. Additionally, AFCLL Academy will maintain an active teacher induction program for all new teachers including a mandatory four-day onboarding at the start of the school year.

Weekly meetings: At least once per school week, teachers in like disciplines will have the opportunity to share information and research on new and updated topics in their specialty area. While the exchange of the information can be informal, a brief written summary of the information will be forwarded to the Principal for inclusion in a monthly electronic newsletter on teacher development that will be sent to teachers, staff, Board members, and appropriate members of the school community.

Participation in professional organizations: Each of our teachers will be encouraged to maintain membership in a relevant professional organization (NCTM, NCTE, etc.). Teachers are encouraged to participate in the activities of any local chapter of their professional organization.

C. ACCOUNTABILITY TO PARENTS

How do you plan to hold your school accountable to the parents of the children attending your school?

The goal of AFCLL Academy is to create a home and school partnership to support student engagement and academic success. Communication between the school staff and parents will occur both informal and structured occurrences such as Student-Led Conferences, IEP meetings and parent teacher communication as needed. Student-Led Conferences will occur once per quarter (four times annually) for a comprehensive view of students' success. The final meeting will focus on each student's end of year portfolio. These conferences will provide the parent with a snapshot of their child's academic progress including grades, attendance and academic progress, discipline concerns as well as progress with counseling and/or coaching. A customized Student Success Plan will be created as a living document for each student in the fall with parental input (and students' input beginning in grade 5), revisited in the winter semester for possible revisions, and again in the spring to determine if goals have been met.

Quarterly Report cards will be provided to parents at the end of each marking period, with progress reports completed at the midpoint of each marking period. Standardized test scores will be provided to parents in a timely manner.

Parents, students, community members and the Board of Trustees will receive a School Report Card (SRC) twice annually. The intention of the SRC is to provide AFCLL Academy stakeholders with the means of monitoring our progress towards goals. In addition to student achievement information, the report will include standardized test scores, student achievement data in comparison to national/state and district averages, school climate and safety reports, teacher qualifications, average class size and attendance.

Parents and interested stakeholders will receive hard copies of the SRC, and a link to it also will be accessible from the school's website. In addition, we will schedule parent forums and develop a Parent Advisory Committee to

provide feedback. We will post all scheduled meetings and minutes on our website. Each year all parents will be provided with the Family Education Rights and Privacy Act (FERPA) notice. This too shall be posted on our website. All regular Board meetings will be held in accordance with the Sunshine Act.

AFCLL Academy will provide parents with several opportunities to express their feelings and provide input into the operation of the school including staff performance and progress towards goals. In addition to Board meetings, teacher conferences, and the annual parent survey, parents and stakeholders will be able to provide input through school organizations, including the Parent Advisory Committee.

THE PARENT ADVISORY COMMITTEE (PAC).

At AFCLL Academy it is our intention to provide our parents and members of our community with every opportunity possible to participate in school activities, events, and to have input on matters of importance to them and their children. One of the vehicles for this involvement will be through the formation Parent Advisory Committee. Any AFCLL Academy parent will have the opportunity to be a member of this committee. The PAC will be responsible for the following:

- Making recommendations to the administration on subjects of importance to students and parents
- Supporting the school by organizing school-wide projects, activities, and parent volunteer programs that foster the school's mission

The PAC will interface with the school through the Principal or his/her designee.

General meetings for the committee will be held on a schedule determined by the selected representatives and meetings are open to the public. Notices of meetings will be posted at the school at least two weeks in advance. AFCLL Academy will follow federal and state laws regarding background checks, clearances, and Act 126 training for activities carried out by parent and other community volunteers.

D. BUDGET AND FINANCIAL REVIEW

Discuss your plan for regular review of school budgets and financial records.

INTERNAL FINANCIAL CONTROLS

Ensuring GAAP Compliance

AFCLL Academy will adopt a set of financial policies and procedures, prepared by its legal counsel, The Conrad O'Brien Law Group LLC, to ensure that financial transactions are properly authorized, appropriated, executed, and recorded. The financial duties will be distributed among multiple people to help ensure protection from fraud and error. The distribution of duties aims for maximum protection of the organization's assets while also considering efficiency of operations. The management company and its policies have earned "clean" independent auditor opinions on fiscal activity, internal controls, and compliance.

Please see Appendix A17 - Board Financial Policies for further details on AFCLL Academy financial policies and procedures per GAAP.

Financial Monitoring Process

AFCLL Academy will contract a Business Manager, Charter Choices, will prepare financial reports monthly. The Business Manager is responsible for producing various year-to-date reports within 30 days of the end of each month including, but not limited to: Statement of Financial Position and Budget vs. Actual with projections and disbursement listing. The Principal and Board Finance Committee will review financial reports each month, and the Finance Committee will present the reports to the full AFCLL Academy Board of Directors.

Financial Measures and Financial Targets

With increased start-up costs and one-time purchases in the first year, AFCLL Academy projects a net operating result of 1% of revenues. This operating result projects to be approximately 10.8% in Year 2 and 10.6% in Year 3, and roughly 10% thereafter. This target will allow for the ability to manage greater variances in assumed conditions.

FISCAL MANAGEMENT

Key Responsibilities

The fiscal management of the school will be overseen by the Board and Principal, who will contract with a financial and business services firm, Charter Choices, to perform all back office, budgeting, and financial planning for the school. Jesse Bean of Charter Choices, will serve as the direct financial manager for the school. Charter Choices has already supported developing the financial model of AFCLL Academy. For further details on the organizational chart for the financial team, please **see Appendix A18 - Finance Team Organizational Chart**.

The services provided in relation to the school's finances include:

Accounts Payable and Receivable Services

Based on a PDE-compliant chart of accounts, Charter Choices will perform accounts payable and accounts receivable functions for the school. All entries to the general ledger will be made in accordance with Generally Accepted Accounting Principles (GAAP) as promulgated by the Governmental Accounting Standards Board (GASB).

- Maintain a Chart of Accounts consistent with that required by the Pennsylvania Department of Education (PDE).
- Monitor Accounts Receivable in relation to budget.
- Manage and assist in student and grant billing procedures to ensure the school receives all revenues and grant funds to which it is entitled.
- Track legally-restricted revenues, grants, and other special accounts and associated expenditures separately in accounting system.
- Record and process deposits, ensuring an appropriate segregation of duties.
- Process Accounts Payable; prepare checks for invoices, ensuring that timely payment is made and that all payment discounts are taken where feasible.

- Track 1099 vendors and prepare and submit 1099 reporting.
- Reconcile cash accounts monthly.
- Maintain asset depreciation schedules.

Payroll Services

- Interface with a payroll company and School management to ensure that appropriate withholdings, taxes, and deductions are applied to employee earnings.
- Calculate, review, and implement salary adjustments based on information from School management.
- Distribute all employee W-2s.
- Prepare Retirement System monthly and quarterly reporting and issue timely employee and employer payments to the system.

PDE, Federal Grant, and Tax Reporting

- Based on the Board-approved annual budget, prepare and submit the Final General Fund Budget to PDE (PDE-2028).
- Working with school staff, prepare and submit grant budgets for federal categorical and competitive grants programs including Title I, Title II, and IDEA, quarterly cash-on-hand reports of disbursements), and Final Expenditure Reports for grants administered by the PDE.
- Prepare audit work papers for the fiscal year end and work with auditors to complete the audit engagement.
- Prepare the Annual Financial Report (AFR; PDE-2057) submitted to PDE.
- Prepare and submit federal form 990 to the IRS.
- Oversee preparation for periodic federal programs audits.

Internal Reporting and Budgeting

- Prepare the School's annual budget, coordinating with school staff, management, and the Board to obtain information for the building of appropriate estimates.
- Present monthly financial reports to the Board, to include:
 - o A statement of financial position (balance sheet) as of the end of the previous month.
 - o A statement of activities (income statement) for the year to date, including comparison of actual results to budget.
 - o A prospective statement of activities presenting expected results of operations at year-end with comparison to the annual budget.
 - o A monthly listing of disbursements.

- o A narrative highlighting key financial developments and trends for the Board.
- o Additional reports as needed, including short-term cash flow projections in any periods of low cash balances.
- Develop and maintain a five-year financial model to inform the School’s long-term strategic planning, updating the model at least annually.
- Generate ad hoc analysis as needed to provide management with actionable financial information.

Plan for Completion of Annual Independent Audits.

As stated above, Charter Choices will work with the school and with the auditing firm selected by the Board to provide all support necessary for the completion of the audit process. This includes preparing audit work papers.

E. MAINTAINING SCHOOL RECORDS

Describe your system for maintaining school records and disseminating information as required under the Family Educational Rights and Privacy Act (FERPA)

AFCLL Academy charter schools will maintain records and confidentiality for all children – both those with disabilities and those without - consistent with the regulations for the Family Rights and Privacy Act (FERPA) of 1974. The administration and staff understand the requirements of a school to give annual notice regarding Special Education services and programs and the rights of students with disabilities and notification of rights under the Family Educational Rights and Privacy Act. The administration or designee will notify parents annually of their confidentiality rights per FERPA and Privacy Act of 1974 on the school’s website and in a letter sent out at the end of each school year. The annual notice will be published in newspapers or other media before any major identification, location or evaluation activity and will contain all information required by the Individuals with Disabilities Education Improvement Act (IDEIA) of 2004. AFCLL Academy Administrators shall be responsible for the implementation of the policy, which includes protection of confidentiality and maintenance of records.

The charter school will adhere to all rules under Chapter 711 concerning transferring of records.

See Appendix A20 - Board Student Records and FERPA Policies for additional details.

F. EQUAL ENROLLMENT OPPORTUNITIES

Describe your system for maintaining accurate student enrollment information as required under Section 1748-A, Enrollment and Notification

Per Section 1748-A, AFCLL Academy will observe and maintain legally-compliant admissions, lottery, and enrollment processes, with admissions criteria stipulated as follows:

- School District of Lancaster residents will be granted primary enrollment preference at AFCLL Academy.

- Siblings of existing students, first in the category above, and thereafter existing students in general, will be granted secondary enrollment preference at AFCLL Academy, starting in Year 2. See additional information on sibling preference below.
- Any resident of Pennsylvania (provided the child is of legal school age) may apply for enrollment. Should the number of applicants exceed the number of available spots remaining after all School District of Lancaster residents and siblings of existing students have been placed, a public lottery will be held. Procedural details are provided later in this application.
- While these enrollment criteria do not guarantee placement at AFCLL Academy, they designate preference over any other resident of the greater Lancaster region or an adjacent town or borough that might seek enrollment at the school.

The standard application and enrollment process for all students, regardless of their criteria status, will be as follows:

An application is required for enrollment. Only one application per student will be accepted. Parents/guardians must submit the application in person or via an electronic submission portal to be opened on the school's website and hosted through the Student Information System SchoolMint (www.schoolmint.com) or other such service provider adopted by the school. A computer and/or tablet will be available at a public and easily accessible venue in the Lancaster City area (on multiple days and at multiple times) for families who need support in the application process. AFCLL Academy will also hold enrollment days where staff will be made available to support families through the enrollment process. The school's online enrollment system, SchoolMint, will provide a smart phone-friendly version of the application for families. If it becomes apparent that a parent/guardian is not able to submit the application - either in person or via electronic media - specific accommodations will be made.

The window for submitting applications for Year 1 will be from the January 2, 2021 through March 31, 2021. After Year 1, the window will be from the December 1 through the February 28 of each subsequent year. All parents applying will receive confirmation that the application was received. If the number of applicants exceeds the number of available slots, a public lottery, audited and validated by a public accounting firm, will be held in an easily accessible location within the School District of Lancaster boundaries. Families will receive a lottery number for their child. Generally, the lottery will be held on the final Wednesday in March (except in Year 1, when it will be held on the final Wednesday in April 2021).

The lottery is a true lottery; the names will be selected randomly using SchoolMint's online lottery system, and the list of names will be displayed in rank order on a large screen to ensure equity and transparency in the process (<https://www.schoolmint.com/running-a-successful-school-lottery/>).

Spaces will be filled in the order in which the names are generated. Those families with numbers that put them above the enrollment limit will be placed on a waiting list in the order in which their names were generated.

Students not selected for August 2021 will be placed on a waiting list. To apply for admission in August 2022, a new application must be submitted. Waiting lists will not be carried past the end of each school year.

In Year 2 and all subsequent years of the school's operation, enrollment preference will be granted in the following sequence:

- All eligible applicants who reside within the School District of Lancaster and have a sibling or siblings currently enrolled at AFCLL Academy.

- All eligible applicants who reside outside the School District of Lancaster and have a sibling or siblings currently enrolled at AFCLL Academy.
- All eligible applicants who reside within the School District of Lancaster, and
- All eligible applicants who reside outside the School District of Lancaster.

As mentioned previously, AFCLL Academy believes in giving preference to siblings to support a sense of community and enable families to manage the logistics of multi-child school enrollment whenever possible. A sibling is designated as a biological or legally adopted brother or sister residing in the same household. Cousins, nieces, nephews, and unrelated children sharing an address with the applicant are not considered siblings. Step-brothers and step-sisters not residing in the same household are not considered siblings. If there is not space for a sibling, s/he will be placed on a sibling waiting list. Where there are more siblings than spaces available, a sibling lottery will be used. If a family has multiple applications and one is selected through the lottery, additional siblings are not automatically admitted. In subsequent years, if the sibling remains enrolled in the school, additional siblings will be eligible for the sibling lottery.

See **Appendix A21 - Board Admissions and Enrollment Policies and Appendix A - Enrollment Application.**

ENROLLMENT MANAGEMENT

As detailed previously, AFCLL Academy will use SchoolMint, a commercial Student Information System that is connected to the Pennsylvania Information Management System (PIMS) and used by multiple districts both locally and nationally. SchoolMint houses student information, attendance, grade books, health records, along with the enrollment and lottery process.

As the school's funding is based upon enrollment, the school must maintain an accurate and timely accounting of all enrolled children. In addition, because AFCLL Academy seeks to foster collegiality and mutual regard with all area school district partners, it will place extra emphasis on accounting procedures and accuracy.

With respect to attendance, our charter school will work with our students' resident school district(s) to observe compulsory attendance laws in accordance with the Public-School Code.

We will report, follow all appropriate protocols for notice to families and other officials of unexcused absence of three (3) days or more of any student so that appropriate follow-up on the situation per the state's truancy law can be taken and will maintain open communication and follow all protocols for addressing truancy with our student assistance program. In addition, AFCLL Academy will work with students and families to develop school attendance action plans to ensure improved attendance. We recognize the important role that attendance plays in school and student success and will work proactively with students for whom attendance has become an issue.

See **Appendix A21 - Board Admissions and Enrollment Policies.**

PART 2: STUDENT ENROLLMENT

G. EVALUATING STUDENT PERFORMANCE

Describe plans to evaluate student performance.

To ensure effective, mission-aligned action across the organization, AFCLL Academy has created a detailed student evaluation plan around the key dimensions of its school model likely to have the most significant impact on student achievement:

1. Academic Rigor
2. College and Career Readiness

1. ACADEMIC RIGOR

We will evaluate student performance in several ways to gauge student learning and evaluate the effectiveness of our instructional approaches as we work to advance students towards our rigorous student achievement goals.

First, we will use several informal tools to evaluate whether students learned the content of a lesson. For example, daily in-class assessments such as exit tickets will allow teachers to gauge student learning and plan responsively. We will also utilize curriculum-based assessments such as unit pre- and post-tests and skill assessments to gather information about student learning relative to grade level targets; this information will be used regularly to inform teachers' planning.

Nationally normed assessments of math and reading skills will be used in all core classes. First, we will use the NWEA MAP assessment to understand students' progress towards grade level targets. The NWEA MAP test for Pennsylvania has been aligned with PA Core Standards for math and literacy. NWEA has established a strong correlation between students' performance on MAP and students' performance on PSSA. Therefore, we will be able to utilize this data to predict students' performance on PSSA and, when appropriate, engage in targeted intervention focused on meeting grade level standards. Additionally, students will participate in PSSA exams as required by the PA School Code.

Finally, we will pay close attention to students with IEPs, ELL students, and other students receiving differentiated support to ensure that they are making significant growth as detailed in their IEP or Student Success Plan.

COLLEGE AND CAREER READINESS

Beginning in sixth grade, all students will become familiar with and complete the Post-Secondary Readiness Rubric published by Think College. This tool allows students, parents, school counselors and teachers to determine a students' skill set relative to the critical skills needed to succeed in secondary and a postsecondary setting (career school, community college, college, university).

This tool provides an important context within which to set goals for skill development, and to evaluate areas of strength and growth. Students' self-assessment as well as teacher evaluations will become part of the students' graduation portfolio and will be used in parent teacher conferences as way to discuss students' preparedness for secondary and post-secondary education.

ASSESSMENT SCHEDULE

In addition to ongoing informal and curriculum-based assessments such as unit tests and ongoing mental health and wellness assessments, the annual formal assessment cycle will be as follows:

Assessment Cycle

August	Universal Screening tools (NWEA, MAP grades 5-8, athletic assessment)
September- October	Post-Secondary Readiness Rubric 5-8 grade
January	NWEA MAP 5-8
February	AimsWeb (5-8 progress monitoring tool). PSSA (Writing 5 and 8) *
April	PSSA ELA (5-8) *, PSSA Math (3-8) and PSSA Science 8*
May	NWEA MAP (5-8)
June	AimsWeb (5-8 progress monitoring tool)
ELL Testing	ACCESS Testing for ELL students based on WIDA schedule

**PASA Testing as needed in lieu of PSSA for students with disabilities in grades 3-8*

H. MEASURING LEARNING GOALS AND OBJECTIVES

How will student development toward the school's overall learning goals and objectives be measured?

We plan to demonstrate progress towards our mission through NWEA and MAP assessments, ongoing assessments of student's health and mental wellness, and rubrics that gauge preparedness for secondary and post-secondary education.

These measures in combination with strong enrollment, low absenteeism, and consistent academic growth measured through PVAAS will demonstrate that AFCLL Academy is meeting its mission and objectives.

The SMART goals detailed below outline our ongoing plan to measure our development towards our learning goals and objectives.

Assessment Type	Goals
NWEA MAP Test (All grades)	<ul style="list-style-type: none">• 90% of regular education students who demonstrate at least one year's growth on the MAP test in both literacy and math based on their incoming benchmark score• 90% of special education students will achieve the growth target outlined in the IEP

PSSA ELA and Math
(grades 5-8)

- 90% of regular education students who have been at AFCLL Academy for four or more years will achieve at the Proficient or Advanced level in PSSA Math and ELA
- 90% of students who have been at AFCLL Academy for two or more years will achieve at the Proficient or Advanced level in PSSA Math and ELA
- Proficiency rates will be comparable to the School District of Lancaster average for specific comparable subgroups, as measured by the PSSA ELA and Math assessment

PSSA Science (grades 4 and 8)

- 90% of students who have been at AFCLL Academy for four or more years will achieve at the Proficient or Advanced level on the PSSA Science assessment
- Proficiency rates will be at least 15% higher than the School District of Lancaster average for specific comparable subgroups, as measured by the PSSA Science assessment

I. USE OF STUDENT EVALUATION

Describe how student evaluation will be used to improve student achievement and attain the stated learning objectives.

Each year, two of the ten teacher professional development days will be scheduled as “data days.” During these days, we will look closely at student achievement data to create strategic plans for each student who is not meeting grade level academic goals. In this way, student achievement data will be used to directly inform our work towards meeting our stated learning objectives.

Teachers and school administrators will have a range of tools to draw from to understand scholar progress. These include informal assessments, student work, anecdotal records taken during student work time, benchmark assessments, and state tests. These tools will allow school personnel to understand the progress being made by individual students as well as trends by grade level and class. With these data, we will be able to understand the strengths of our academic program and identify areas where refinements need to be made to meet our academic goals.

Teachers

- Revise pacing
- Differentiate lessons
- Re-teach skills or content
- Group students for targeted instruction
- Identify students for academic coaching
- Discuss students of concern
- Professional growth goals and progress

School Leaders

- Conversations with parents
- Curriculum design, implementation, review and revision
- Evaluate instructional methods and intervention programs
- Identify professional development topics and evaluate training
- Evaluate teachers
- Identify students for interventions
- Refer students for CSE evaluation
- Promotion decisions
- Assess mission attainment
- Monitor Accountability Plan goals

Board of Trustees

- Monitor program implementation
- Inform policy decisions
- Evaluate school leadership
- Evaluate partner organizations
- Assess mission attainment
- Monitor Accountability Plan goals

Parents

- Monitor child's learning
- Facilitate conversations with teachers
- Evaluate school performance

Students

- Implement Personal Opportunity Plan
- Self- and peer-assessment
- Facilitate conversations with teachers and parents

- Secondary and Post-secondary planning

5. SCHOOL COMMUNITY

A. COMMUNITY RELATIONSHIP

Describe the relationship of your school with the surrounding community.

Cooperative Community Relationships:

AFC Lancaster Lions Academy students and faculty have developed cooperative relationships in every discipline with area youth, community, educational and athletics organizations.

*The Lancaster Recreation Commission is a 501(c)3 non-profit agency formed by a partnership agreement between the City of Lancaster, School District of Lancaster and Lancaster Township. Operating since 1909, they provide neighborhood-based recreation and learning opportunities for all ages – with an emphasis on affordable programs for children – at schools, parks, playgrounds, and other indoor and outdoor facilities. Programs include youth and adult instructional sports programs and leagues, senior centers, fitness and wellness classes, summer playgrounds and day camps, full-day child care for infants through age 5, club activities, before and after school care, preschool education and seasonal family events.” <http://www.lancasterrec.org/about-lancaster-rec/>

*The Lancaster Boys & Girls Club, seeks to enable all young people, especially those who need us most, to become productive, caring, responsible adults.

*Our History: The Boys & Girls Club of Lancaster has played an integral role in the Lancaster community for over 75 years, providing daily programs and services to nearly 3,000 young people each year. The Club is open daily throughout the summer and after school with programs that emphasize education and career enhancement, character and leadership development, health and life skills, the arts, sports, fitness and recreation. AFC Lancaster Lions Academy is currently training and holding games on Roberto Clemente Park on 601 S. Duke St. 17602 which is managed by The Boys & Girls Club.

*The Lancaster YMCA, is a nonprofit, charitable organization committed to strengthening the foundations of community through Youth Development, Healthy Living and Social Responsibility. Their mission is to nurture our community through the pursuit of life-long growth in spirit, mind, and body.

*The Lancaster Community Foundation, is committed to making long-term impact in Lancaster County. The organization is dedicated to having people working together to create extraordinary community. AFCLL Academy will partner with the organization to raise funds through their extra give initiative.

*Mix Arbor Place seeks to provide students with education, tools and resources to excel in the classroom and beyond. We have been holding winter classes at their facility since 2017.

*Atollo’s mission is to support success-oriented youth from primarily underrepresented communities in their pursuit of academic achievement, empowerment, and social engagement. We have sent our scholar athletes to them for advisement.

*Lancaster Bible college has worked with us in several ways. Their students have worked with AFC Lancaster Lions Academy students on many of occasions and our faculty has worked with Lancaster Bible College Interns – to help

with guidance of college recruitment process and as mentors to scholar athletes during the summer months in 2019.

*Franklin and Marshall College, Professors Alex Roomets and grant writer Amy Cuhel- Schuckers are worked with AFC Lancaster Lions Academy in implementing and seeking grants for programs that seeks to implement a soccer league, in which at-risk, low income students will participate in 2019/2020. Although any sport may accomplish the goals set by this program, soccer is a convenient and relatively inexpensive sport to run. The goal of the program is ultimately to increase the attitudes of inner-city, at risk youth toward post-secondary education; as well as to inculcate values and skills that are necessary for success in a college environment. The study wishes to measure how efficacious soccer is at improving the desire and motivation to attend college; as well as how well it prepares students with the broad skills and values for success in such an environment.

* College Assistant Migrant Program and Migrant Education Program from Millersville University they provide supportive and retention services to first-year university students from migrant and seasonal farm worker families, that enrolled through AFCLL Academy.

*Rijjuice partners with AFC Lancaster Lions Academy by providing the Academy students with Freshly pressed vegetable and fruit juices during soccer education and matches.

*Legea partners by providing training equipment for the coaches and the academy students.

*Executive coach, has partnered with the academy students for transportation to soccer college showcases.

*Prevails family fitness, has worked closely with the coaches and academy students to ensure that the academy faculty and students receive the best physical instruction that covers all aspects to increase performance.

1. Strength

- Strength endurance
- Explosive strength
- Maximal strength

2. Endurance

- Aerobic capacity
- Aerobic power
- Anaerobic lactic
- Anaerobic alactic

3. Speed

- Reaction
- Acceleration
- Maximal speed
- Speed endurance
- Acyclic speed

4. Flexibility & Mobility

5. Coordination & Balance

6. Agility

7. Basic Motor Skills

8. Perception & Awareness

*Upmc Pinnacle sponsors event for the academy students and professional development conferences for the faculty in 2019.

*Wegmans Sponsors events for the Academy students in 2019.

*Herr's provides snacks for the Academy students.

*Charis Insurance provides certificate of insurance for the sports facility for the Academy.

*Central Pennsylvania Food Bank Provides free meals for the students during school year.

*Equipter Sponsored events for the students in 2019.

*Garman Builders sponsored soccer events for the students in 2019.

B. PARENT INVOLVEMENT

Describe the nature and extent of parent involvement in the school's mission.

AFCLL Academy Parent Association:

The Parent Association is established to involve parents in their children's education and to support fund raising and community outreach events in the Lancaster community. The AFCLL Academy Parent Association will include a governing Board and sub chairs for multiple committees. The Parent Association will grow into a valuable resource to the school and a place to build the AFCLL Academy community between families.

- AFCLL Academy Department Volunteers:
Parents are encouraged to work within the academy departments to support events and volunteer throughout the school year. A parent liaison will be established for each Academy department to funnel information from faculty to parents so all are kept aware of information and news concerning their child's department. Along with department liaisons, parents work within academy departments on fundraising efforts and help with ticketing and performance setup.
- Development Committees:
Parents will be asked to serve on Development committees that serve specific needs of the school like AFCLL Academy annual Gala and a Community Marketing Committee. Each fundraising event will have a chair that oversees the event, and multiple parents who play important parts in the success of each fundraiser. Development committees will offer parents important opportunities to make an impact on the Academy and support their child's education.
- E-blasts:
The parent newsletter will go out weekly. Community newsletter will go out monthly. Event notifications and special news alerts will go out regularly as needed to all databases, which is inclusive of parents, alumni, and community supporters/patrons.
- Power School:
The Academy will be using Power School, an electronic tool that gives parents access to grades, homework and teacher comments.
- Google Classroom:
AFCLL Academy teachers will begin to utilize Google Classroom. Some teachers will be using Classroom to initiate a flipped classroom model while other teachers will be using it to post homework assignments and class announcements. It will be engaging students outside of the classroom, and Classroom gives parents access just like students so that they can also see posted work, etc.
- Social Media engagement:

AFCLL Academy has started to develop a digital following using Facebook and Instagram. All members of the AFCLL Academy administrative team now use social media to communicate information to families.

- Marketing and Foundation Board Volunteers:
Individuals from the business community are invited to serve as volunteer advisory members on the Marketing and Foundation Boards.
- Importance of a Parent Group:
The participation of parents through the Parent Group strengthens relationships between the administration, faculty and parents. An administrator will be invited to each scheduled meeting of the AFC Lancaster Lions Academy Parent Association to share important information about policy, and to allow for questions from parents. We are anticipating to experience an increase in parent volunteers due to these informative and open discussions.

C. COMPLAINT PROCEDURES

Describe procedures established to review complaints of parents regarding operation of the charter school.

AFCLL Academy will foster an environment where teachers are accountable to each other, the leadership and board, and most importantly – students and parents. We expect that students will be accountable to teachers, each other and their parents, and that parents will be accountable to teachers and the school. We expect that most conflicts related to our school will be resolved through these accountability channels. It is expected that most parent complaints pertaining to curriculum and instruction, classroom management, relationships between and among students, etc. will be resolved at the classroom level. The Principal will provide an additional level of accountability and support for these kinds of complaints and will serve as a mediator if satisfactory resolutions do not occur. It is expected that parental complaints about overall school operations will be resolved by instructional staff, the Principal, the CEO, and/or the Federal Programs Coordinator, and that board involvement in school operations and parent complaints will be very minimal (as outlined below), and only once all other channels of communication and mediation have been exhausted.

Parental complaints that cannot be resolved at the school level can come to the Board of Trustees via the Executive Committee. The committee will use the following procedures to process grievances:

- Only written grievances outlining the alleged violation and the remedy sought on a form developed for families will be heard.
- Committee members must review and respond in writing documenting their recommendation(s) within seven (7) days from the receipt of the grievance.
- Committee members may have a formal meeting with the grievant(s) should they so choose. This step is at their discretion.
- The Board of Trustees will inform the school community of its grievance process through the Family Handbook (distributed to and signed by all parents/guardians) and on the Board/Governance page of school's website.

See **Appendix A28 - Board Complaint Policy** regarding complaint and grievance procedures for parent and families of AFCLL Academy students.

6. EXTRA-CURRICULAR ACTIVITIES (ATHLETICS, PUBLICATIONS, AND ORGANIZATIONS)

A. EXTRA-CURRICULAR ACTIVITIES

Describe the program of extracurricular activities planned for the charter school.

AFCLL Academy will offer extra-curricular activities as an extension of the overarching mission of the school and in keeping with the philosophy of the Founding Coalition. Students will be encouraged and aided in the pursuit of their interests and goals in all areas.

The administration of AFCLL Academy will actively build positive relationships with the school districts throughout Lancaster County. We will work with students and families to make our students' involvement in school district activities easily accessible. Should a student seek an opportunity that is unavailable through their district, we will aid them in locating a suitable program elsewhere. Helping students to pursue their extracurricular interests will give them additional opportunities to discover their own passions and genius.

Within the school, we will develop extra-curricular clubs and programs for our students. These clubs and programs will allow students opportunities for personal growth and success and will further increase the sense of community that is so much a part of the school's founding philosophy.

Boys and girls will have equal opportunity to participate as stated in 022 PA Code §4.27 (18) (1999) that requires students of both sexes to have equal access in interscholastic athletics, intramural athletics and physical education programs.

After school activities, will be a featured component of AFCLL Academy's curriculum. It will allow our students to interact among their peers and with mentors in a more relaxed atmosphere. Youth who are given the opportunity to build positive peer and adult relationships are more likely to experience stronger school and community connectedness, better school attendance, increased social competence, and less substance abuse and behavioral issues including gang involvement.

School attendance and school connectedness are key protective factors identified with reducing risky behaviors including substance abuse, acting out in class, fighting, bullying, and emotional distress. After-school programs are also likely to increase engagement in learning, improve academic achievement, and reduce behavioral issues.

After-school program offerings will vary based on a menu of options developed with respect to the skills and interests of the teachers and coaches and the outcomes of annual parent/student surveys. The sessions will be 60-120 minutes in length and will typically meet 2-3 times per week in elementary school (5th grade), 5 times in middle school (6-8). Programs may include some or all the following:

- Academic support and enrichment: homework assistance, tutoring, reading or STEM clubs, fine and performing arts, chess/board game clubs, robotics, coding, etc.
- Social skill and youth development: mentoring, service learning, community outreach, leadership, drug/alcohol prevention programs, peer mediation, internships, etc.
- Physical, health, and recreation: running club, intramural sports, interscholastic sports, exercise club, team building, yoga, mindfulness club, etc.
- students will have the opportunity to participate in individual sports such as tennis, golf, and cross country.

¹⁸ <https://www.pacode.com/secure/data/022/chapter4/s4.27.html>

Tutoring and mentoring will be mandatory for those students who need extra academic support to attain their academic and state-mandated goals. Each student's teacher will maintain copious tutoring and progress records, which will be reviewed regularly.

As per the PA Charter School Law, students will also have access to extracurricular activities in their district of residence if the student can fulfill the requirements of participation. AFCLL Academy will provide written confirmation to the resident school district documenting whether the student meets the criteria for participation and will pay any associated activity fees. Students will be responsible for any associated equipment not issued to all participating students by the district of residence.

We will adopt the same athletic eligibility standards as the School District of Lancaster and ensure that all AFCLL students meet the appropriate criteria. Students will be eligible if they have a "C" average or a 2.0 or better GPA at the end of the previous report card period. Students must have passed, and be enrolled in and passing, at least four (4) full-credit subjects. Academic eligibility for the Fall sports season will be based on the end-of-year final grades and not on the fourth report period grades. Grades for the first, second, and third report periods respectively will be used to determine eligibility for activities that start, or are in progress, once the report period has ended. Students will not be permitted to participate in extracurricular activities at the expense of the tutoring services they may need.

Student with physical challenges will participate in Special Olympic Pennsylvania and programs such as TOPSoccer a community-based recreational program specifically designed to help athletes with physical and mental challenges participate in soccer.

B. LOCAL SCHOOL DISTRICT EXTRA-CURRICULAR AGREEMENTS

Describe whether any agreements have been entered or plans developed with the local school district regarding participation of the charter school students in extracurricular activities within the school district.

We understand and acknowledge the requirements under 24 P.S. §17-1701-A Section 9 pertaining to students' participation in extracurricular activities in the school district of residence. Now, no agreements have been entered with any school district. As mentioned previously, our plan is to begin by reaching out to, and collaborating with, the School District of Lancaster to ensure student participation in their extracurricular activities.

AFCLL Academy will provide all documentation necessary to the individual districts to establish eligibility for each of its student. We understand and value the positive effect that this collaboration can have on all the schools involved.

II. NEEDS ASSESSMENT

1. STATEMENT OF NEED

A. NEED FOR THIS SCHOOL

Why is there a need for this type of school?

The small city of Lancaster, Pennsylvania sits nested among miles of working farms and undeveloped land. As such, the city remains relatively isolated, with few bedroom communities and little urban sprawl. This isolation has

exacerbated many of the economic and social problems normally associated with urban environments. At the same time, the city deals with the additional challenges of surrounding rural poverty; Lancaster city's poverty rate is increasing, and currently sits at just under 30% (U.S. Census Bureau, 2018), which is higher than the state average. Of particular concern is the impact of economic and social disadvantage of the children in the various communities of Lancaster. The single school district that serves the city has four middle schools. All four schools are poorly rated by the state rating system, with a significant number of students in economic distress (https://lanasteronline.com/news/local/of-lancaster-county-public-school-children-are-economically-disadvantaged/article_64014de8-dc9b-11e5-907d-97fd9dbe4a3f.html). In fact, the number of students in the four middle schools of Lancaster City who are considered economically disadvantaged has increased over time (Lancaster Public Schools, 2018), with more than 80% of students in the district receiving free or reduced lunches (School Poverty Data, 2018).

Academic performance on state standardized tests follows the economic deficits in Lancaster City schools. Results show that students consistently under-perform on these tests, which limits future academic progress and contributes to drop out rates in secondary school (Logan, Minca, & Adar 2012). In fact, Lancaster city schools consistently post the highest student drop-out rate and the lowest post-secondary achievement rate in Lancaster county (Pennsylvania Department of Education, 2019). Accompanying the fallout from economic disadvantage is a noticeable pattern of social disadvantage for many of the district's children. The effects of poverty on children are well known, as are the effects on the community in which the drop-outs reside (Alspaugh 1998). Poor school performance and punitive approaches to discipline may lead to a general dissatisfaction of education, distrust of authority, violence, and disengagement. Disengagement from school and other social control institutions increases the likelihood of subsequent poverty.

This is consistent with sociological and criminological research in neighborhood disorganization, which suggests that negative neighborhood conditions increase social disorder (Shaw & McKay 1942). Social disorder is causally related to a decrease in positive socialization and neighborhood collective efficacy (Anderson 1999; Venkatesh 2002). In turn, this limits the development of social capital (Coleman 1990) that is helpful in engaging in opportunities such academic success and completing the college admission process.

Further research documents the impact of neighborhood disorganization and outdoor play in children (Kimbrow & Schachter 2011). Research suggests that outdoor play is an important indicator of healthy development in children (Ginsberg 2007), and that children's outdoor activities have declined in recent decades (Burdette & Whitaker 2005). There are likely several reasons for this decline, among them is an increase in fear of crime, particularly in areas of high neighborhood disorganization (Liska & Baccaglini 1990). In fact, research by Singh, Siahpush, & Kogan (2010) and others have consistently documented that children in more disorganized areas tend to be less active than children in areas that are perceived to be safer.

Currently, few community resources exist to combat the specific social, economic, and academic problems that exist in Lancaster. The resources that do exist amount to an amalgam of programs, that don't cater for the children that love the sport, most of the students English is their second language. This project proposes a means by which middle school children, who may be at risk for many of the documented effects of neighborhood that the scholars live in, can increase their engagement in their community through AFCLL Academy. The skills developed from

rigorous educational Program, will translate to other areas to improve school performance, and facilitate community engagement.

Research specifically evidence does suggest that athletic participation can positively influence morals (Chambers 1991). Extra curricular participation—including sports—has been shown to positively influence development (Silliker & Quirk 1997). Of particular note for the proposed AFCLL Academy Charter School is a body of research that suggests that participation in extracurricular activities is associated with positive student outcomes, including better school attendance (Laughlin 1978; Jable 1986), improved social standing among peers (Caulfield 1980), higher career aspirations (Marsh 1992), and reduced tendency toward delinquency (Landers & Landers 1978).

Recent research on charter school effectiveness has found a number of factors contribute to their success. In *What's the Secret Ingredient? Searching for Policies and Practices that Make Charter Schools Successful*, a 2016 white paper for Mathematica Policy Research, Philip Gleason found:

- Urban charter schools and charter schools primarily serving low-achieving and low-income students have the strongest positive impacts on student achievement.
- Policies most strongly associated with charter school success include long school days or years, comprehensive behavioral policies with rewards and sanctions, and a mission that prioritizes boosting student achievement.
- Moderately strong evidence suggests that high-dosage tutoring, frequent feedback and coaching for teachers, and the use of data to guide teachers' instructional practices are positively associated with charter school success.

With these factors in mind, the AFCLL Academy proposes to use the following key design elements to accomplish its mission:

1. AFCLL Academy: student learning and development will drive all aspects of the school, including the academic program, school culture, and extracurricular activities. About one quarter of our students will participate in competitive soccer, but all students will be exposed to the business of sports beyond playing the game, such as print and broadcast journalism, analytics, coaching, physical fitness and nutrition, business management, scouting and agent representation, design and architecture, marketing and public relations, finance and law.

- **Athletics:** This will address how athletes are developed and supported, and includes topics such as coaching, sports psychology, nutrition, physical therapy and medicine. In addition to indoor soccer facility, we intend to build a weight room, training facility and video suite to support this track. Soccer will be the first sport offered through AFCLL but others can be added in the future.
- **Sports Journalism:** Sports journalism includes many different careers in online media, print and broadcast journalism. We intend to create a broadcast studio so students can experience firsthand the many sides of broadcast journalism, including production, videography, and anchoring.
- **Business, Finance and Law:** This includes sports management, analytics, marketing, sales, public relations, event coordination, law, agency and representation, finance and accounting. Given our

proximity to Philadelphia , District of Columbia, New York, and Baltimore business/marketing centers, we anticipate a highly engaging program.

We believe a school with an explicit theme student learning and development will attract and engage students. An article in the Harvard Education Review describes three types of themed schools: nominal, marginal and integral (Ancess and Allen, 2006). We intend the AFCLL Academy to be the latter there are some schools; “in which the theme is integral to the functioning of the school and the lives of everybody — students, teachers, counselors, and families — within the school community. In such schools, the theme’s influence can be seen in the daily life of students and teachers; in how the school’s leaders talk and behave; in the content of the curriculum, the forms of instruction, and the ways students are assessed; in the art or student work posted on the school’s walls; in unique school rituals; and in how the school interacts with its community, including families and neighborhood organizations.” (1). In addition, research on magnet schools has found that “career academies are most strongly associated with increased graduation rates” and some researchers have suggested that it is a magnet school's theme-based nature that leads to increased student interest and engagement.” (2).

2. Small School: The AFCLL Academy will be a small close community of students, teachers and staff. The students will know each other and each student will be well known by caring adults. The U.S. Department of Education cites research on small schools that finds:

- In small schools, students tend to be more satisfied, more academically productive, more likely to participate in school activities, better behaved, and less likely to drop out than students in large schools.
- Smaller schools also may be safer because students feel less alienated, more nurtured and more connected to caring adults, and teachers feel that they have more opportunity to get to know and support their students.
- While small schools have a higher cost per pupil than large schools, they have a lower cost per graduate (19).

Furthermore, in a study on the effects of school size on budgets and performance in New York City, the authors note that “The literature on school size indicates that small high schools are more effective for minority and poor students.” (20). One study found that small schools were more likely to graduate their students on time than students at more traditional large schools. A 2010 report by MDRC looked at New York.

1 Ancess, Jacqueline & Allen, David. (2006). *Implementing Small Theme High Schools in New York City: Great Intentions and Great Tensions*. *Harvard educational review*. 76. 401-416.

2 <http://magnet.edu/files/review-of-research-on-magnet-schools.pdf>

19 <https://www2.ed.gov/about/offices/list/ovae/pi/hs/schoolsize.html>

20 Stiefel, L., Berne, R., Iatarola, P., & Fruchter, N. (2000). *High school size: Effects on budgets and performance in New York City*. *Educational Evaluation and Policy Analysis*, 22(1), 27-39.

B. CHARTER MODEL

Explain why the charter school model is an appropriate vehicle to address this need.

Our Founding Coalition is deeply committed to the belief that all children – regardless of circumstance – deserve access to a high-quality education that will empower them to become their greatest selves and hold them to a high standard while offering the requisite interventions and supports. We are convinced that, we will meet the very real and growing need demonstrated across Lancaster City as described in the section above. We have heard repeatedly from teachers, administrators, parents and students that area school districts’ Pupil Services departments simply do not have the capacity to provide the additional school-based college recruitment process and counseling services that student athlete from these demographics require to be successful in school. Furthermore, there is also a need for a self-contained learning environment that will allow students with the most passion for sports to learn in a uniquely customized environment so that they are ultimately prepared for entry into secondary and post-secondary learning and work environments.

As a charter school, AFCLL Academy affords a great deal of flexibility to all stakeholders – including the “sending” school districts themselves – along with a progressive instructional model and best-in-class therapeutic excellence as detailed elsewhere in this application:

INSTRUCTIONAL AND SPORTS FLEXIBILITY

Our classes, all of which will be comprised of fewer than 25 students, will feature one Regular Education teacher and one Special Education teacher. In addition, every 2 teams (50 students) will be supported by one full time Counselor and one full time Coach and 2 volunteer assistant Coaches. Our faculty will have the opportunity to use high-quality, research-based instructional materials that are aligned to PA Core Standards and Next Generation Science Standards.

COMMUNITY IMPACT

Consistent with AFCLL Academy commitment to student-centered learning and to the surrounding community, our students will engage in projects, internships and service opportunities that regularly connect them to people, places and partner organizations across Lancaster County and the region.

STUDENT OUTCOMES

We expect that the students who attend AFCLL Academy might not otherwise achieve academic success in a traditional school setting but will do so in unprecedented fashion at AFCLL Academy by the extra academic support that is so integral to the school’s instructional approach.

SCHOOL DISTRICT PARTNERSHIP

Rather than serving as a distraction or as a competitor, AFCLL Academy intends to offer a unique, professional service to the School District of Lancaster and its neighboring districts that will come at a much lower “price point” than traditional Approved Private Schools.

2. SCHOOL DEMOGRAPHICS

A. ENROLLMENT PROJECTIONS

What are the school’s enrollment projections for the first five years? What is the school’s ultimate enrollment goal? What grades will be served? What is the age of kindergarten and age of beginner students? How many students are expected to be in each grade or grouping?

AFCLL Academy projects an initial enrollment of 100 students in Grades 5-8, comprised of students currently enrolled at area school district in Grades 4-7. Students will be “looped” in four multi-age grades: 5th, 6th, 7th and 8th, and we project each loop will be comprised of roughly 25 students (see projected enrollment chart below).

Within each individual grade level class sizes will range from 10-15 students, and each grade will have dedicated spaces (2 Classrooms, 1 Coaching Center, 1 STEM Lab) and a variety of staff (both Regular Education and Special Education teachers, Counselor and Coach) to support its learning.

Our Founding Coalition expects some variability in the enrollment levels for each Grade Loop (some will be slightly below the projected 25, in which case others may be increased to balance the school’s staffing and operating systems). AFCLL Academy will staff according to student needs and adjust its FTEs accordingly prior to the start of each school year. The school will remain intentionally small by virtue of its philosophical stance focused on meeting the needs of students, but will have the flexibility to expand slightly (no larger than 200) to accommodate mid-year student transfers and other unforeseen situations.

grade	Year 1	Year 2	Year 3	Year 4	Year 5
	2021-22	2022-23	2023-24	2024-25	2025-26
5	25	35	40	55	55
6	25	30	40	50	55
7	25	30	35	40	50
8	25	30	35	40	40
Total	100	125	150	175	200

Incoming students in Grades 5-8 at AFCLL Academy Charter Schools must have completed all requirements for the previous grade level at their previous elementary or middle.

B. SCHOOL COMMUNITY

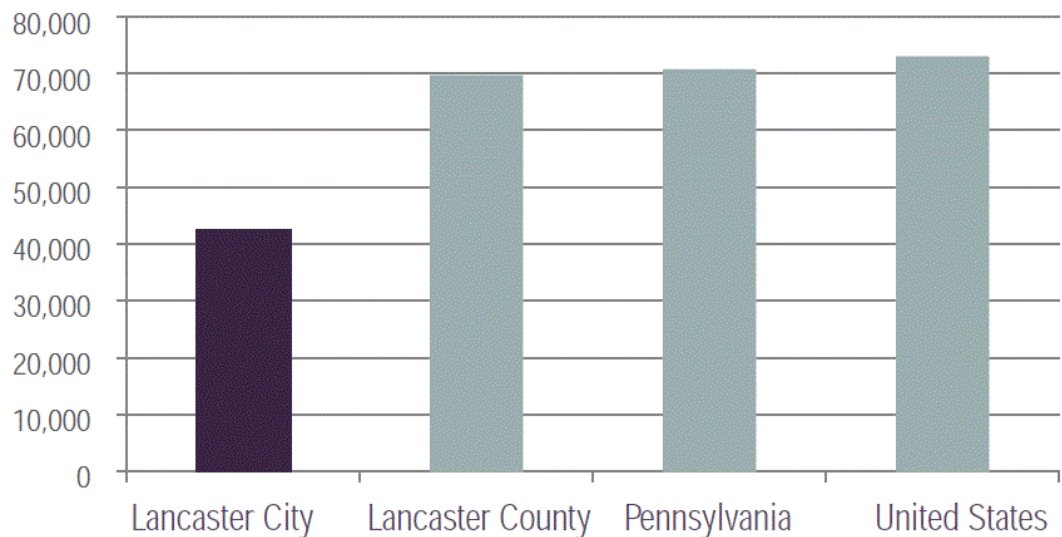
Describe the community or region where the school will be located

AFCLL Academy Charter Schools – will be in the City of Lancaster, within the School District of Lancaster. From this centralized location in the county, AFCLL intends to serve as a high-quality educational alternative for students and families in Grades 5-8 along the Route 30 corridor and will reach students from surrounding communities such as

Lititz, Manheim, Ephrata, and others. The combined demographics of these townships and subsequently the district are as follows:

Race of Lancaster Residents in 2010, Lancaster City has a diverse population. In 2010, a total of 55% of Lancaster's population identified as being White alone on the decennial Census. Another 19% identified as being some other race alone, and 16% identified as Black or African American. Those who identified as being of two or more races composed 6% of the City's population. American Indian and Alaska Natives composed only 1% of Lancaster's population, while fewer than 100 residents identified as Native Hawaiian and Other Pacific Islander alone. Interestingly, when comparing to the racial composition of nearby cities, Philadelphia and Reading are the only cities in the comparison areas that are not comprised of at least fifty percent representation from one racial category. Another way to observe diversity in Lancaster is to look at representation from people of Hispanic or Latino origins. In 2010, more than a third of Lancaster's residents (39%) identified with Hispanic or Latino origins of any race —again, making it one of the highest ranked cities in the comparison for diversity. The significance of this statistic is made clear when compared statewide, where Hispanic or Latino residents make up only 6% of the state's population. Nationwide, Hispanic or Latino persons account for only 17% of the population.

Estimated 2013 Mean Household Income(in Dollars)



Source: U.S. Census Bureau, Table DP05, 2011-2013 3-Year American Community Survey. Generated by Megan Griffith using American FactFinder, <<http://factfinder2.census.gov>> (5 January 2015). Megan Griffith using American FactFinder, <<http://factfinder2.census.gov>> (24 September 2014).

Psychographic analysis of Lancaster city done by Lancaster city Alliance indicates:

					Predominant Characteristics					
Social Group	Lifestyle	Household (HH) Name	HHS	Pct.	Income	Age	HH Composition	Education	Employment	Race
Elite Suburbs	Affluent Empty Nests	Upper Crust	96	0.43%	Wealthy	Age 45 +	Married Couples	College Grad. +	Exec. Prof. WC	White, Asian
Elite Suburbs	Accumulated Wealth	Blue Blood Estates	39	0.17%	Wealthy	Age 35-64	Families w/Kids	College Grad. +	Exec. Prof. WC	White, Asian
Elite Suburbs	Midlife Success	Movers and Shakers	112	0.50%	Wealthy	Age 35-64	Married Couples	College Grad. +	Exec. Prof. WC	White, Asian
Elite Suburbs	Accumulated Wealth	Winner's Circle	40	0.18%	Wealthy	Age 25-54	Families w/Kids	College Grad. +	Exec. Prof. WC	White, Asian
The Affluentials	Midlife Success	Executive Suites	37	0.17%	UpperMid	Age < 55	Singles/Couples	College	Prof	White, Asian, Hispanic
Second City Society	Affluent Empty Nests	Second City Elite	104	0.47%	Upscale	Age 45-64	Singles/Couples	College Grad. +	WC, Mix	White
Second City Society	Midlife Success	Brite Lites, LIT City	103	0.46%	Upscale	Age < 55	Singles/Couples	College	Prof	White, Asian
Second City Society	Young Accumulators	Upward Bound	34	0.15%	Upscale	Age < 55	Families w/Kids	College	WC, Mix	White, Asian, Hispanic
The Affluentials	Conservative Classics	New Empty Nests	83	0.37%	UpperMid	Age 65 +	Married Couples	College	Prof. WC	White
The Affluentials	Conservative Classics	Pools and Patios	79	0.35%	UpperMid	Age 45 +	Married Couples	College	Prof. WC	White
The Affluentials	Young Accumulators	Beltway Boomers	64	0.29%	UpperMid	Age 35-64	Families w/Kids	College	Prof. WC	White, Asian
The Affluentials	Young Accumulators	Kids and Cul-de-Sacs	81	0.36%	UpperMid	Age 25-54	Families w/Kids	College	Prof. WC	White, Asian, Hispanic
The Affluentials	Midlife Success	Home Sweet Home	106	0.48%	UpperMid	Age 25-44	Married Couples	College	Prof. WC	White, Black, Asian
Middleburbs	Conservative Classics	Gray Power	128	0.57%	Midscale	Age 65 +	Singles/Couples	College	Prof. WC	White
Middleburbs	Young Achievers	Young Influentials	121	0.54%	Midscale	Age < 35	Mostly Singles	College	Prof. WC	White, Black, Asian
City Centers	Young Achievers	Up-and-Comers	382	1.71%	Midscale	Age 25-44	Singles/Couples	College	Prof	White, Asian, Hispanic
City Centers	Conservative Classics	Middleburg Managers	441	1.98%	Midscale	Age 55 +	Singles/Couples	Some College	WC, Mix	White
Middleburbs	Midlife Success	Suburban Sprawl	122	0.55%	Midscale	Age 25-44	Singles/Couples	College	WC	White
City Centers	Mainstream Families	White Picket Fences	120	0.54%	Midscale	Age 25-44	Families w/Kids	Some College	BC, Service, Mix	White, Black, Asian, Hispanic
City Centers	Young Achievers	Boomtown Singles	1547	6.94%	LowerMid	Age < 35	Singles/Couples	Some College	WC, Service, Mix	White, Black, Asian
Middleburbs	Mainstream Families	Blue-Chip Blues	86	0.39%	Midscale	Age < 45	Families w/Kids	Some College	WC, Service, BC	White, Black, Hispanic
Middleburbs	Cautious Couples	Domestic Duos	152	0.68%	Midscale	Age 65 +	Mostly w/o Kids	H.S. Graduate	Mostly Retired	White, Black
City Centers	Cautious Couples	Sunset City Blues	1989	8.92%	LowerMid	Age 55 +	Mostly w/o Kids	H.S. Graduate	Mostly Retired	White, Black
Inner Suburbs	Striving Singles	New Beginnings	567	2.54%	Downscale	Age < 35	Family Mix	Some College	WC, Mix	White, Black, Asian, Hispanic
Inner Suburbs	Cautious Couples	Old Glories	486	2.18%	Downscale	Age < 35	Singles/Couples	H.S. Graduate	WC, Service, BC	White
Micro City Blues	Striving Singles	City Startups	2992	13.42%	Low	Age < 35	Singles/Couples	Some College	WC, Mix	White, Black, Asian, Hispanic
Inner Suburbs	Cautious Couples	American Classics	10	0.04%	LowerMid	Age 25-44	Married Couples	H.S. Graduate	WC, BC, Farm	White
Inner Suburbs	Mainstream Families	Suburban Pioneers	607	2.72%	LowerMid	Age < 45	Mix, w/Kids	Elem. School, H.S.	WC, Service, BC	White, Black, Hispanic
Micro City Blues	Striving Singles	Mobility Blues	4429	19.86%	Low	Age < 35	Singles/Couples	Some College	WC, Mix	White, Black, Asian, Hispanic
Rustic Living	Sustaining Seniors	Golden Ponds	1	0.00%	Downscale	Age 65 +	Singles/Couples	H.S. Graduate	WC, Service, BC, Farm	White
Micro City Blues	Sustaining Seniors	Park Bench Seniors	1828	8.20%	Low	Age 55 +	Singles/Couples	Some High School	Mostly Retired	White, Black
Micro City Blues	Sustaining Seniors	Hometown Retired	2109	9.46%	Low	Age 65 +	Singles/Couples	Some High School	Mostly Retired	White, Black
Micro City Blues	Sustaining Families	Family Thrifts	3202	14.36%	LowerMid	Age 25-44	Families w/Kids	H.S. Graduate	WC, Service, Mix	White, Black, Hispanic

Total number of households 22,297, from the psychographic table of Lancaster we can understand in detail and supported with research and data the community of where the school will be located. We also understand the demographics of all the school Districts in Lancaster county.

LANCASTER COUNTY;

COCALICO SCHOOL DISTRICT; In 1995, enrollment was 2,770. The racial makeup of the student body was 96.8% white; 1.4% Hispanic; 0.2% black; 1.7% Asian. In 2017, enrollment was 3,074. The racial makeup of the student body was 86.3% white; 6.2% Hispanic; 1.5% black; 2.7% Asian; 0.1% native; 3.2% multi-racial.

COLUMBIA BOROUGH SCHOOL DISTRICT; In 1995, enrollment was 1,411. The racial makeup of the student body was 88.9% white; 4.3% Hispanic; 6.6% black; 0.3% Asian. In 2017, enrollment was 1,362. The racial makeup of the student body was 57.9% white; 27.4% Hispanic; 8.3% black; 0.7% Asian; 5.7% multi-racial.

CONESTOGA VALLEY SCHOOL DISTRICT; In 1995, enrollment was 3,480. The racial makeup of the student body was 90% white; 3.6% Hispanic; 2% black; 4.5% Asian. In 2017, enrollment was 4,285. The racial makeup of the student body was 66.1% white; 17.1% Hispanic; 7.5% black; 5% Asian; 4.2% multi-racial.

DONEGAL SCHOOL DISTRICT; In 1995, enrollment was 2,529. The racial makeup of the student body was 96.5% white; 1.3% Hispanic; 1.4% black; 0.7% Asian; 0.1% native. In 2017, enrollment was 2,986 The racial makeup of the student body was 81.5% white; 10.3% Hispanic; 3.4% black; 1.1% Asian; 0.1% native; 3.5% multi-racial.

EASTERN LANCASTER COUNTY SCHOOL DISTRICT; In 1995, enrollment was 3,430. The racial makeup of the student body was 93.5% white; 2.7% Hispanic; 1.3% black; 2.4% Asian; 0.1% native. In 2017, enrollment was 3,048. The racial makeup of the student body was 81.7% white; 9.7% Hispanic; 2.6% black; 3.4% Asian; 0.3% native; 2.3% multi-racial.

ELIZABETHTOWN AREA SCHOOL DISTRICT; In 1995, enrollment was 3,710. The racial makeup of the student body was 96.5% white; 1% Hispanic; 0.7% black; 1.4% Asian; 0.5% native. In 2017, enrollment was 3,855. The racial makeup of the student body was 89.1% white; 4.7% Hispanic; 2.1% black; 1.6% Asian; 0.3% native; 2.3% multi-racial.

EPHRATA AREA SCHOOL DISTRICT; In 1995, enrollment was 4,330. The racial makeup of the student body was 96.2% white; 0.7% Hispanic; 0.5% black; 2.6% Asian. In 2017, enrollment was 4,169. The racial makeup of the student body was 82.6% white; 8.9% Hispanic; 3% black; 2.8% Asian; 0.2% native; 2.4% multi-racial.

HEMPFIELD SCHOOL DISTRICT; In 1995, enrollment was 6,885. The racial makeup of the student body was 92.3% white; 3.7% Hispanic; 1.9% black; 2% Asian; 0.1% native. In 2017, enrollment was 6,863. The racial makeup of the student body was 74.5% white; 13.7% Hispanic; 4.8% black; 4.4% Asian; 0.2% native; 2.3% multi-racial.

LAMPETER-STRASBURG SCHOOL DISTRICT; In 1995, enrollment was 2,556. The racial makeup of the student body was 97.8% white; 1.3% Hispanic; 0.5% black; 0.5% Asian. In 2017, enrollment was 3,040. The racial makeup of the student body was 85.8% white; 7.7% Hispanic; 1.4% black; 1.7% Asian; 0.1% native; 3.2% multi-racial.

LANCASTER SCHOOL DISTRICT; In 1995, enrollment was 10,835. The racial makeup of the student body was 37.9% white; 38.7% Hispanic; 20.3% black; 3.1% Asian. In 2017, enrollment was 11,284. The racial makeup of the student body was 13.3% white; 60.2% Hispanic; 16.9% black; 4.8% Asian; 0.1% native; 4.7% multi-racial.

MANHEIM CENTRAL SCHOOL DISTRICT; In 1995, enrollment was 3,277. The racial makeup of the student body was 96.9% white; 0.8% Hispanic; 0.9% black; 1.3% Asian; 0.1% native.

In 2017, enrollment was 2,939 The racial makeup of the student body was 85.5% white; 7.5% Hispanic; 1.2% black; 2.5% Asian; 0.1% native; 3.3% multi-racial.

MANHEIM TOWNSHIP SCHOOL DISTRICT; In 1995, enrollment was 4,534. The racial makeup of the student body was 90.8% white; 2.7% Hispanic; 2.1% black; 4.3% Asian; 0.1% native. In 2017, enrollment was 5,741. The racial makeup of the student body was 67% white; 12.9% Hispanic; 4.5% black; 8.6% Asian; 0.1% native; 6.9% multi-racial.

PENN MANOR SCHOOL DISTRICT; In 1995, enrollment was 5,241. The racial makeup of the student body was 95.6% white; 1.5% Hispanic; 1.7% black; 1.1% Asian. In 2017, enrollment was 5,285. The racial makeup of the student body was 77.2% white; 13% Hispanic; 4.4% black; 2.3% Asian; 0.2% native; 3% multi-racial.

PEQUEA VALLEY SCHOOL DISTRICT; In 1995, enrollment was 1,973. The racial makeup of the student body was 96.3% white; 1.1% Hispanic; 0.8% black; 1.9% Asian. In 2017, enrollment was 1,535. The racial makeup of the student body was 84.8% white; 9.1% Hispanic; 2% black; 0.9% Asian; 0.2% native; 3.1% multi-racial.

SOLANCO SCHOOL DISTRICT; In 1995, enrollment was 4,189. The racial makeup of the student body was 96.9% white; 0.8% Hispanic; 1.7% black; 0.5% Asian; 0.1% native. In 2017, enrollment was 3,536. The racial makeup of the student body was 87.9% white; 7.9% Hispanic; 2% black; 0.7% Asian; 0.1% native; 1.5% multi-racial.

WARWICK SCHOOL DISTRICT; In 1995, enrollment was 4,152. The racial makeup of the student body was 96.5% white; 1.3% Hispanic; 0.9% black; 1.2% Asian; 0.1% native. In 2017, enrollment was 4,152. The racial makeup of the student body was 86.8% white; 6.4% Hispanic; 2.1% black; 2.2% Asian; 0.2% native; 2.4% multi-racial.

Our Founding Group is committed to providing a student-centered, coaching-based learning environment that is driven by student success. We believe that all children, regardless of zip code, race, ethnicity, or socioeconomic status deserve access to a school that is designed to serve their unique learning needs.

AFCLL Academy will, like all soccer associations in South Central PA, (PA Classics, Penn Legacy, HMMS, etc) seek to cultivate a sense of community among students that come from a broad geographic distribution. Just as soccer associations that serves students from 22 school districts across 5 counties in South central and eastern PA, AFCLL Academy anticipates serving students from across the 16 urban, suburban, and rural districts in Lancaster County.

C. LOCATION SELECTION

Why was this location selected? Are there other locations suitable to the needs and focus of the school?

The City of Lancaster offers a centralized location that allows the school to offer its unique instructional model to a greater number of students across Lancaster County and Central PA. Due to the city's size and infrastructure, it also features increased opportunities for partnership with cultural institutions such as museums, state parks, heritage sites, and other educational agencies that will enrich the lives and learning of our students. The community is predominantly Black and Hispanic and disproportionately low-income compared to the rest of the county and state. The south east of Lancaster City has historically been one of the poorest census tracts in the county. Nearly half of Lancaster city Community residents spend more than 35% of their income on rent and large numbers of residents live in public housing, which includes the following buildings in the neighborhoods of SDOL:

- Susquehanna Court 75 Units :: 315 Susquehanna Street • Lancaster, PA 17602 Located at South Duke and Chesapeake Streets, it has 75 units (55 for families and 20 for elderly persons). Susquehanna Court became operational in 1965.
- Scattered Sites, I & II 95 single-family dwellings located throughout the City of Lancaster. Scattered Sites I (PA 36-7) Contains 30 units and became operational 1972 through 1975. Scattered Sites II (PA 36-011) Contains 66 units and became operational 1972 through 1975.
- Franklin Terrace 124 Units :: 630 Almanac Avenue • Lancaster, PA 17602 Located at South Broad Street and Almanac Avenue, it has 124 units, (108 for families and 16 for elderly persons) and one Community Building. Franklin Terrace became operational in 1967.
- Church Street Towers 101 Units :: 333 Church Street • Lancaster, PA 17602 Located at South Duke and Church Streets, it has 101 units, for elderly, disabled and handicapped single persons or couples, an Office Area, and a Community Room. Church Street Towers became operational in 1968.
- Farnum Street East 169 Units :: 33 East Farnum Street • Lancaster, PA 17602 Located at South Duke and East Farnum Streets, it has 169 units, for elderly, disabled and handicapped single persons or couples, an Office Area, and a Community Room. Farnum Street East became operational in 1977.

Educational attainment is also very low in this community; less than 10% of this Community residents have earned a Bachelor's degree or higher, compared to 22% of Lancaster city residents and 36% of Lancaster County.

School District of Lancaster was selected as the location of the AFCLL Academy Charter School for the following reasons:

1. Recent research has found that “Urban charter schools and charter schools primarily serving low-achieving and low-income students have the strongest positive impacts on student achievement.” (Gleason, 2016)
2. SDOL reflects the types of students we wish to serve, including low-income students and students of color.
3. By any measure, there is tremendous need in this community for better educational options, access to career pathways, support services for youth and their families, as well as the more intangible need for hope and inspiration.
4. SDOL is near valuable resources for our college and career readiness program, including HACC, Thaddeus Stevens College, Franklin Marshall College, Millersville University and Pennsylvania College of Arts & Design
5. Lancaster City has great walkability infrastructure, offering easy access to students from around the city as well as routes to higher education and internships in the city.
6. We have identified multiple facility options in this community with developers that have experience with charter schools and public projects.

D. STUDENT DEMOGRAPHICS

Describe any unique demographic characteristics of the student population to be served, including primary languages spoken. AFCLL Academy also anticipates that the racial composition of its student body will mirror the racial demographics of the SDOL - and likely that of its large neighboring districts, resulting in a student body that is:

Student Subgroup	SDOL	Conestoga Valley District	Manheim Township	Hempfield District	AFCLL Academy Student Body*
African American	16.8%	7.7%	4.5%	4.8%	16.8%
Asian	4.6%	4.8%	8.6%	4.4%	4.6%
Caucasian	12.8%	63.8%	67%	74.5%	12.8%
Hispanic	60.8%	18.6%	12.9%	13.7%	60.8%
Multiracial	4.9%	4.8%	6.9%	2.3%	4.9%

Native American	0.1%	0.1%	0.1%	0.2%	0.1%
Pacific Islander	0%	0.1%	0%	0%	0%

*Calculated using a weighted average of the demographics we will be serving. These figures are intended to be representative for discussion purposes; in fact, students will likely come from across Lancaster city and its outskirts.

As Spanish French and Swahili-speaking families represent a significant portion of the school's potential student composition, AFCLL Academy will provide comprehensive programs in ESL (including sheltered language instruction for language learners, along with targeted coaching and support) and Spanish language instruction, and will hire culturally-responsive educators and staff who are bilingual whenever possible.

3. DISTRICT RELATIONS

A. DISTRICT NOTIFICATION

What efforts have you made to notify the district(s) from which your charter school would draw students?

It has been and will continue to be the intention of the AFCLL Academy Founding Coalition to work with the leadership and board of the School District of Lancaster throughout the entire process of operating the school, from the initial informing of the community through the daily administration of an active charter.

During the month of June of 2020, AFCLL Academy will officially notify the Superintendent of SDOL of its intent to file a charter application for a school to open in August 2021. Meetings will be held to outline our plans, the school design and curriculum, and to clarify our desire to work with the district in this process.

In addition, AFCLL Academy will notify the Superintendent (in that same communication) of the dates and times that it would be hosting a series of open, public meetings in March 2020 for prospective families.

See **Appendix B29** - emails, sent to School District of Lancaster and its Superintendent Dr. Rau since 2016.

B. DISTRICT COLLABORATION

What efforts will be implemented to maintain a collaborative relationship with school districts?

The Founding Group of AFCLL Academy will continue to work with the District to be sure that this is a public charter school in the truest sense of the word. The intent of AFCLL Academy is to model a partnership approach that will set a new standard and win the trust and support of the communities we serve across Lancaster County. With the potential for our students to come from a multiplicity of school districts in the Lancaster area, it is essential that we establish a plan that would provide us with the most effective means of collaborating with our neighbors. Our plan will include both a Communication Plan and an Interaction Plan:

COMMUNICATION PLAN

We will establish a series of electronic communications that will be transmitted to the appropriate school districts on a semester basis. This will include all of the materials that are traditionally sent to the parents of the students along with any additional information sent to community members or members of the Board. Materials on special events or happenings within the normal school day will be communicated in summary form rather than individually. In addition, AFCLL Academy is committed to supplying any and all documents requested by CVSD as part of its charter renewal process.

INTERACTION PLAN

We will establish a plan that will provide for a series of opportunities for interaction between the AFCLL Academy community and members of area districts. This plan will identify specific programs and events (such as field trips, academic or athletic contests, collaborative student activities or shared professional development workshops or lectures) held each year that could allow for interaction.

C. COMMUNITY SUPPORT

Convey the scope of community backing for the proposed charter school and its founding coalition. Document community support among teachers, parents, students, community members, institutional leaders, and others through the use of letters of support, surveys, or other tangible means.

One of our goals has been to make the information about AFCLL Academy as accessible as possible to all areas of the Lancaster community. To that end, we will hold four public informational meetings to educate parents about our plans for the school. These meetings will be advertised via flyers placed at various locations throughout the community, such as libraries, churches, recreation centers, grocery stores, etc. These meetings will be held online and at the following locations:

- Lancaster Public Library – Bates Auditorium

Wednesday, August 2020

11:45AM-2PM

- Emerald Foundation

Wednesday, August 2020

5-7PM

- Lancaster YMCA

Tuesday, August 2020

9AM-11AM

- YWCA

Tuesday, August 2020

5-7PM

Spanish event September 2020 have a table.

At each meeting, attendance will be taken, parents will given pre-enrollment forms (and/or provided links to online enrollment forms) and given the opportunity to write letters of support. Print information will be provided to families, and members of the Founding Coalition speak about the proposed school design, athletic and coaching models, and alignment between community needs and AFCLL Academy’s educational model. At the present time,

we have received letters of support from the following individuals and organizations who have agreed to serve as partners to AFCLL Academy:

See again **Appendix A24 – Letters of Support** for letters and emails of support from community members and organizations, prospective educational partners, and parents. See also **Appendix B30 - Town Hall Flyer** as supplemental documentation

III. DESCRIPTION OF FOUNDING/MANAGEMENT TEAM

1. FOUNDING COALITION

A. MAKEUP OF FOUNDATION COALITION

Describe the makeup of the group or partnership that is working together to apply for a charter, including the names of the founders, their background and experiences, and references for each.

Dean Kline is co-founder, fund manager and managing director for Penn Venture Partners, a venture capital firm. He is also a managing member of the fund's general partner. In addition, Kline is a board director for several companies: Corporate University Xchange, the Harrisburg Senators, Journal Publications, Probity MT, and Thermacore. Prior to joining Penn Venture Partners, Kline was vice president of Schoffstall Ventures, a venture capital firm specializing in early-stage technology companies. He is the former executive vice president of CURE International, which establishes children's hospitals in developing countries, and was a start-up when Kline began working for the organization. Previously Kline was vice president of planning for a large manufacturing company. He also served as assistant to the executive director at the World Bank, and was responsible for improvement of loan quality, the education and health sectors, and the portfolio for Africa and subsequently Asia. Moreover, he served on the bank's Joint Audit Committee and the Committee for Development Effectiveness. Kline began his professional career as an international economist at the U.S. Treasury Department, where he worked on financial and economic relations with Asia and the Middle East, including exchange rate negotiations, financial market liberalization, and funding related to the Gulf Crisis. He was awarded the Secretary's Certificate and the Certificate of Award by the Treasury Secretary. Dean Kline received his M.Phil. and Graduate Diploma from Cambridge University and his B.A. from Wheaton College.

Dr. Perry Daniel brings plenty of experience, he is the deputy regional vice president of K12 inc. Currently Serves as direct regional leadership support for Alabama Virtual Academy (Eufaula School District), Friendship Public Charter School Online (Washington D.C.), Louisiana Virtual Charter Academy, and Virginia Virtual Academy (King and Queens County, Patrick County, and Richmond Public Schools). Dr. Daniel Works with lobbyist and K12 Government Affairs team to educate and inform community leaders and legislative committees about teaching and learning in the virtual setting as the Head of School Louisiana Virtual Charter Academy;

- Developed plan and established relationships to establish blended learning centers in three cities around the state.
- Instrumented a plan that lead to 15 points growth in the school's School Performance Score (SPS) and improved the school's rating from a D to a C from 2013 to 2014.
- Serve as the instructional leader of the school.
- Work with staff to create a collaborative culture that embraces change and is committed to serving students and families.
- Serve as liaison between the school, parents, and the community.
- Work with the business and finance managers to oversee budgets and forecasting.

He is the Founder and Lead Consultant Daniel Education Group, where they, Provide leadership development and support for new school leaders. consulting for schools and districts in the areas of instructional leadership, assessment, student and staff culture, and special education. Provide consulting for organization in the areas of leadership development, role identification, team development, and strategic planning.

Faith Wangunyu is the founder and owner of Princeton Preparatory Schools. She moved to the United States in 2010 from her native country Kenya. After working at various local childcare facilities while attending Kennesaw State University, she noted the immediate need for quality childcare in the area. She felt that the children needed practical life activities, nature studies, music, and engaging foreign languages and culture studies which I implemented in all classrooms and witnessed positive results. Three years later, she was required to observe the Montessori classroom at Kennesaw State's Montessori Department as part of her International Affairs and leadership studies coursework. She was impressed by the Montessori Method. It not only reminded her of her preschool years, but surpassed everything she thought a preschool should be. She knew this is what the community needed. With the help and the guidance of Dr. Feland Meadows, then head of the Montessori training program at Kennesaw State, Princeton Preparatory was opened on January 30th, 2015. Her experience in elementary age student is vital for AFCLL Academy Charter Schools, she believes that children learn best by doing, she has been successful in providing as superior learning environment for her students through implementation of individualized curriculum.

Brian Ombiji attended Lindsey Wilson college in Columbia KY, majoring in accounting/ business administration his Appointment as the CEO of AFC Lancaster Lions Corporations in 2014 to present has seen the organization grow its scholar Athlete program to over 100 participants, he likes to be hands on, to prepare the team on the daily basis to compete in American soccer leagues. He helps with professional development of future professional coaches. Team building. Player and coaches' management. Brian Cofounder of South Central PA soccer Academy, coordinator. Consultant on player development and club management. First team to coach girls team 75% went to play collegiate soccer and raised 1 million dollars on college scholarships. During 2007-2014 Brian's Synergistic Activities he was the head coach of a girls' team of 14 players at Lower dauphin school district soccer club known as LDC United. 7 students went on to play NCAA division one collegiate soccer, the rest played division 2 and 3. He motivated the group until they raised 1.5 million dollars on college scholarship. In 2007-2012 he played Professional soccer player for Harrisburg City Islanders in United Soccer League. During his tenure there he helped the organization win national championship in 2007, he was runner up for rookie of the year in 2007. USL second

team in 2007. 2011 USL Eastern conference finals, 2011 USL finalist. 2002-2006 College soccer player on a full scholarship, while with Lindsey Wilson College in Columbia Kentucky, earned three All-Conference First Team selections, two NAIA All-Region First Team nods, the NAIA Region XI Player of the Year Award in 2004, and a spot on the NAIA All-Tournament First Team in 2005 and Most valuable player. In 2004, named both the Mid-South Conference and NAIA Region XI Player of the Year, and was an NAIA First Team All-American in 2004[1] and 2005. finished college career having scored 35 goals in 95 games. During college years played with the Michigan Bucks in the USL Premier Development League. 2000-2002 Professional soccer player in Kenya for AFC Leopards. Brian Bring wealth of experience in scholar athlete education and development.

Dr. Christina Jordan, has a doctorate of Philosophy in counseling psychology from university of Kentucky, Doctorate of Philosophy in Educational psychology from Howard University. Her Professional preparation is of the highest order regarding counseling and collaborative center for literacy development, her work has included data, research and evaluation at Fayette County Public schools in Kentucky. She was project director and Co-Investigator in Translating Research to Youth through Information Technology (TRY-IT), funded by the National Institute of Health 2009-2014.

See **Appendix C31 – Founding Coalition Resumes.**

B. PARTNERSHIPS

Discuss how the group came together, as well as any partnership arrangements with existing schools, educational programs, businesses, non-profits, or any other entities or groups.

We have not yet entered into any formal partnerships with community organizations or groups as a Charter School, but we have partnerships through AFC Lancaster Lions Corporation that are beneficial to our students and community throughout our operation since 2014, this partnership include;

***The Lancaster Boys & Girls Club**, seeks to enable all young people, especially those who need us most, to become productive, caring, responsible adults. The Boys & Girls Club of Lancaster has played an integral role in the Lancaster community for over 75 years, providing daily programs and services to nearly 3,000 young people each year. The Club is open daily throughout the summer and after school with programs that emphasize education and career enhancement, character and leadership development, health and life skills, the arts, sports, fitness and recreation. AFC Lancaster Lions Academy is currently training and holding games on Roberto Clemente Park on 601 S. Duke St. 17602 which is managed by The Boys & Girls Club.

***Mix Arbor Place** seeks to provide students with education, tools and resources to excel in the classroom and beyond. We have been holding winter classes at their facility since 2017.

***Atollo's** mission is to support success-oriented youth from primarily underrepresented communities in their pursuit of academic achievement, empowerment, and social engagement. We have sent our scholar athletes to them for advisement.

*** Lancaster Bible college**

has worked with us in a few ways. Their students have worked with AFC Lancaster Lions Academy students on several occasions and our faculty has worked with Lancaster Bible College Interns – to help with guidance of college recruitment process and as mentors to scholar athletes during the summer months in 2019.

Franklin and Marshall College and Millersville University.

Dr. Alex Roomets, Dr. Ryan Orr and Dr. Caleb Corkery, are working with AFCLL Academy in implementing and seeking grants for programs that seeks to implement a soccer league, in which at-risk, low income students will participate in 2019/2020. Although any sport may accomplish the goals set by this program, soccer is a convenient and relatively inexpensive sport to run. The goal of the program is ultimately to increase the attitudes of inner-city, at risk youth toward post-secondary education; as well as to inculcate values and skills that are necessary for success in a college environment. The program wishes to show how efficacious soccer is at improving the desire and motivation to attend college; as well as how well it prepares students with the broad skills and values for success in such an environment.

***Rijuce** partners with AFCLL Academy by providing the Academy students with Freshly pressed vegetable and fruit juices during soccer education and matches.

***Legea** partners regarding training equipment for the coaches and the academy students.

***Executive coach**, has partnered with the academy students for transportation to soccer college showcases.

***Prevails family fitness**, has worked closely with the coaches and academy students to ensure that the academy faculty and students receive the best physical instruction that covers all aspects to increase performance

1. Strength	☐ Reaction
☐ Strength endurance	☐ Acceleration
☐ Explosive strength	☐ Maximal speed
☐ Maximal strength	☐ Speed endurance
2. Endurance	☐ Acyclic speed
☐ Aerobic capacity	4. Flexibility & Mobility
☐ Aerobic power	5. Coordination & Balance
☐ Anaerobic lactic	6. Agility
☐ Anaerobic alactic	7. Basic Motor Skills
3. Speed	8. Perception & Awareness

***Upmc Pinnacle** has sponsored events for the academy students and professional development conferences for the faculty in 2019 and will continue this partnership.

***Wegmans** is a partner by sponsoring events for the Academy students. They sponsored in 2019.

***Herr's** provides snacks for the Academy students.

***Charis Insurance** provides certificate of insurance for the sports facility for the Academy.

***Central Pennsylvania Food Bank** Provides free meals for the students during school year.

***Equipter** Sponsored events for the students in 2019.

***Garman Builders** sponsored soccer events for the students in 2019.

We are currently communicating via email to School District of Lancaster about the development of AFCLL Academy Charter School.

C. RECRUITMENT PLANS

Include any plans for further recruitment of founders or organizers of the school.

Members of the founding coalition are continuing their outreach to residents – parents, community members, businesses, organizations, and others – to develop partnerships that expand the opportunities and resources in support of AFCLL Academy. We will continue to raise awareness of our mission and our goals through community meetings, developing business partnerships, and encouraging current interested parties to share the news about our school.

D. COMMUNITY GROUPS

Provide information on the manner in which community groups are involved in the charter school planning process.

The Founding Group is working diligently to build a broad base of community support for AFCLL Academy, establishing a network of local, regional, and statewide collaborators and learning partners. Outreach continues as we work to further established relationships with those whose knowledge and expertise lends itself to developing the school.

2. GOVERNANCE

A. MANAGEMENT ORGANIZATION

Describe the proposed management organization of the school, including the following requirement:

An affirmative vote of a majority of the members of the Board of Trustees of the charter school, duly recorded, showing how each member voted, shall be used in order to take action on the following subjects:

- School calendar (must include 990 hours or 180 days of instruction for secondary students [grades 7-12] and 900 hours or 180 days for elementary students [grades 1-6].
- School cannot be kept open for ordinary instruction, on Sundays, Fourth of July, Memorial Day, Thanksgiving, the first of January, Christmas, or Saturday, except when Monday is fixed by the board of directors as the weekly holiday for the entire school year)
- Adopting textbooks
- Appointing or dismissing charter school administrators

- Adopting the annual budget
- Purchasing, leasing or selling of land
- Locating new buildings or changing the locations of old ones
- Creating or increasing any indebtedness
- Designating depositories for school funds
- Entering contracts of any kind where the amount involved exceeds \$200
- Modifying the Curriculum or adopting courses of study {29}
- Fixing salaries or compensation of administrators, teachers, or other employees of the charter school.
- Entering contracts with and making appropriations to an intermediate unit, school district or Area Vocational/Technical School for the charter's proportionate share of the cost of services provided or to be provided by the foregoing entities.

The Board of Trustees will govern all operations of the school, delegating day-to-day management functions to the Administration and establishing a reporting relationship between the Board, the Executive Director or CEO, and the Principal. The Board will be responsible for ensuring that the school is run in compliance with the charter application and all applicable laws, and for ensuring the school's sustained financial viability. The Board will set policy for all operations of the school, having ultimate responsibility for maintaining proper relationships between the Trustees, the community, and the administration, and setting policies to maintain good relationships between the administration, school staff, parents, and members of the community.

The Board will retain the right to delegate certain operating decisions, including day-to-day management, to the Executive Director and his or her designees. The Board of Trustees will be accountable for ensuring that the school is operated in compliance with its Charter and all applicable laws and regulations. The Board of Trustees shall be governed by the By-Laws of the school, the policy manual as implemented and updated, and by the applicable laws of the Commonwealth of Pennsylvania applicable to Public Charter Schools, including but not limited to the Sunshine Act, and the Right to Know Law.

29 The Board reserves the right to adopt or modify the curriculum for the school in any subject area by public vote if the Board, in consultation with the administration, determines that the old curriculum is no longer available, a new curriculum selected will serve the needs of the students, or that the requirements of Pennsylvania Law changing dictate that a change in curriculum is necessary. Prior to adoption of a new curriculum, the Board shall provide notice to the District and sixty (60) days' opportunity to comment or inquire about the modification. The curriculum adopted shall be aligned with the Pennsylvania State Standards in place at the time of adoption. If the District fails to respond or object to the modification, the modification shall be deemed approved by the District as a change to the program implemented by the school.

C. COALITION AND BOARD

What steps will be taken to maintain continuity between the founding coalition's vision and the Board of Trustees?

We anticipate that members of the Founding Coalition will also participate as members of the Board of Trustees. Additionally, upon grant of the Charter, the Founding Coalition shall review and adopt updated by-laws and policies for the AFCLL Academy's operation as a charter school, substantially in the form submitted in **Appendix C37**, to ensure continuity in mission, practice, and leadership for the school. The transition of members of the Founding Coalition to the Operating Board along with the review and adoption of the by-laws and policies for the school's operation will provide a stable structure upon which the work of the school may be carried out and will help to maintain continuity between the Founding Coalition's vision and the Operating Board.

D. BOARD ROLES AND RESPONSIBILITIES

Describe the roles and responsibilities of the Board.

The Board of Trustees shall operate in accordance with the dictates and provisions of the Bylaws adopted by the Operating Board of the organization substantially in the form attached hereto as **Appendix C33** – AFCLL Academy Bylaws. Certain provisions of the By-Laws and Policies may not be finalized until grant of the Charter by the District.

E. ADMINISTRATION/TEACHER RELATIONSHIP

What steps will be taken to facilitate a productive relationship between administrators and teachers?

The small size of AFCLL Academy will facilitate close working relationships between administrators and teachers. The school administration will conduct monthly (at a minimum) staff meetings to discuss such topics as goals and objectives, school operations, professional development, curriculum development and other matters of relevance to the school. School administrators will lead mid and end-of-year reflection sessions with the full staff to gather teacher input and troubleshoot areas of concern, and the Principal will meet bi-annually with each staff member (see evaluation section) to set and track progress related to teachers' self-identified performance goals. Administrators will also appoint staff members to serve on administrative committees and to attend board meetings so that the board is informed of teacher and student successes.

F. PARENT STUDENT DECISION-MAKING

Discuss the nature of parental and student involvement in decision-making matters where appropriate.

AFCLL Academy's organizational success hinges on the active participation of all its members in the decision-making process. Therefore, AFCLL Academy will provide a variety of avenues for parents, community members, and students to offer input on issues concerning the charter school. Such opportunities may include but not be limited to:

- Monthly board meetings

- Annual title 1 data workshop
- Monthly “coffee with the principal” drop-in sessions
- Bi-annual town hall meetings with families

We will advertise all of these public meetings and encourage the attendance and input of our parents and other interested community people. We will also make certain that we update our website regularly to provide the wider community with updates of our programs and activities, as well as our Annual Report and Comprehensive Plan.

G. REQUIRED DOCUMENTS

Submit copies of the school’s by-laws, contracts and other documents required by pending charter school legislation or applicable law. The requirements for the bylaws follow:

The bylaws must contain a provision for “failure to organize or neglect of duty.” Specifically, the bylaws must outline a removal procedure for the failure of a board member to perform his or her duties as outlined in the Charter School Law.

- No board member shall as a private citizen, engage in any business transaction with the charter school of which he or she is a trustee, be employed in any capacity by the charter school of which he or she is a trustee, or receive from such charter school any pay for services rendered to the charter school.
- A charter school Board of Trustees shall have a designated treasurer who shall receive all funds, including local, state, and federal funds, and privately donated funds. The treasurer shall also make payments out of the same on proper orders approved by the Board of Trustees, signed by the president or vice president of the Board. The treasurer may pay out such funds on orders that have been properly signed without the approval of the Board first having been secured for the payment of amounts owing under any contracts, which shall previously have been approved by the Board, and by which prompt payment, the charter will receive a discount or other advantage.
- Procedures for dismissal of a board member must be contained in the bylaws.

See **Appendix C 33- AFCLL Academy Bylaws and Appendix C 34 - AFCLL Academy Board Policies** for a representative set of both founding documents.

H. BOARD OF DIRECTORS

Submit board members’ names, addresses, phone numbers and resumes.

Membership for the AFCLL Academy Board of Directors will be finalized upon approval of the Charter Application. We anticipate that the board will be comprised of members of the Founding Coalition whose bio’s and resumes are included in **Appendix C 31 – Founding Coalition Resumes**.

Appendix C 35 - Board Member Resumes – pending.

IV. FINANCE AND FACILITY

1. FINANCING

A. STARTUP BUDGET

Develop a preliminary startup and operating budget. Applicants are to use the guidance provided in the Manual of Accounting and Financial Reporting for Pennsylvania LEAs to create those budgets. Develop a purchasing procedure that addresses a competitive way to purchase goods and services.

AFCLL Academy has, in collaboration with its Business Manager, Charter Choices, prepared a 5-Year Preliminary Startup and Operating Budget. The Founding Coalition has used the guidance provided in the Manual of Accounting and Financial Reporting for Pennsylvania LEAs to develop this budget. The attached budget includes the following relevant information and detailed assumption for the fiscal years ending 2022-26:

- Operating budget
- Staffing list
- Breakdown of site costs

See Appendix C 36 - AFCLL Academy 5-Year Budget.

The purchasing procedures of AFCLL Academy will comply with Section 1725-A of Charter School legislation. The goal of the financial procedures will be to provide flexibility while maintaining adequate controls and oversight. The Board of Trustees will approve the financial budget annually and review and update its financial procedures on a regular basis. The School anticipates engaging an independent Business Manager, Charter Choices, Inc., to provide the School with “back office” and fiscal management services. Charter Choices, an established and well-regarded service provider to the Pennsylvania charter school sector since 2005, will oversee the school’s financial system and ensure that budgets are itemized according to the Board’s requirements.

The school administration will be authorized to spend up to \$5,000 for any single transaction. Expenditures above \$5,000 will be permitted when allocated funds are available in the budget category and the school administration. Any expenditure over \$5,000 that is not allocated for in the Board approved budget require the Business Manager and Board Finance Committee approval. The Board Treasurer will check to ensure that competitive bids have been entertained where appropriate. The Business Manager or school administration will report on the financial status to the Board of Trustees at each meeting of the Board. The Board will develop additional procedures as the need arises.

B. FUNDRAISING

What fundraising efforts have occurred and/or are planned to generate capital or to supplement the per pupil allocations?

AFCLL Academy has not undertaken any official fundraising efforts to defray its start-up costs. All expenses related to the preparation of this charter application, the identification of a viable property and the establishment of all

necessary vendor and partner relationships are detailed in the Operating Budget (see tab, “Start-Up Expenses”), and will be paid for by grants through N...S.....V.....F..... & C..... C..... in conjunction with CSP and other grants with no expectation of repayment by the charter school.

Once the school is operational and has begun enrolling students, all outstanding invoices and vendor payments related to the preparation for and start of the school year will be settled using the school’s standard revenue (i.e., per pupil allocations).

In addition, the Founding Coalition of AFCLL Academy recognizes that a successful fundraising campaign is necessary for the long-term financial viability of the charter school and plans to implement a capital development fund and hire a fundraising consultant to embark on a campaign to raise funds for school operations. The founders are pursuing a variety of prospective donors including individual philanthropists, corporations, grants and foundations.

The Founding Coalition is confident that the school administration will raise at least \$25,000 through its fundraising efforts in its first year of operation.

The Board of Trustees also plans to create a Development Committee, which will coordinate both public and private fundraising efforts. Once the charter is approved, this committee will seek funds through partnerships with local businesses. The school administrators will write proposals for funding from Title I, Title II, Title III, Title IV, Ready to Learn, E-Rate, 21st Century Grants and other sources, including federal, state and foundation funds.

Additionally, the school is in the process of applying for its 501(c)3 status which will allow individuals to make contributions to the school on a tax-deductible basis.

C. FINANCIAL PROCEDURES

Describe the implementation of the following required financial procedures:

The Business Manager or school administrators of AFCLL Academy shall deposit the funds belonging to the charter school in a depository approved by the board and shall, at the end of each month, make a report to the charter school board of the amount of funds received and disbursed by him or her during the preceding month. All deposits of charter school funds by the charter treasurer shall be made in the name of the charter school. The Board of Trustees of a charter school shall invest charter school funds consistent with sound business practices.

Authorized types of investments for charter schools shall be:

- United States Treasury bills
- Short-term obligations of the United States Government or its agencies or instrumentalities
- Deposits in savings accounts, time deposits or share account of institutions insured by the Federal Deposit Insurance Corporation or the Federal Savings and Loan Insurance Corporation or the National Credit Union Share Insurance Fund to the extent that such accounts are so insured, and for any amounts above the insured maximum, provided that approved collateral as provided by law therefore shall be pledged by the depository.
- Obligations of the United States of America or any of its agencies or instrumentalities backed by the full faith and credit of the United States of America, the Commonwealth of Pennsylvania or any of its agencies or instrumentalities backed by the full faith of the Commonwealth, or of any political subdivision of the

Commonwealth of Pennsylvania of any of its agencies or instrumentalities backed by the full faith and credit of the political subdivision.

- Shares of an investment company registered under the Investment Company of America Act of 1940 (54 Stat.789, 15 U.S.C. * 80a-1 et seq.) as defined in PA 24 PS 4-440.1 of the Pennsylvania School Code.

Note: All Investments shall be subject to the standards set forth in PA 24 PS 4-440.1 of the Pennsylvania School Code.

The Business Manager shall settle accounts annually with the Board of School Directors for each school year, shall prepare monthly balance sheets, income statements and offer a full accounting of activity (check detail, accounts payable aging, etc.) as required (see details below).

An annual school audit shall be conducted according to the requirements of Article 24 of the School Code of 1949. Charter School Boards of Trustees shall follow requirements set forth for school boards in this section.

AFCLL Academy is planning to implement the policies and procedures defined above. Specifically, the following are examples of the proposed financial procedures that AFCLL Academy will follow:

BUDGETS

No later than 90 days prior to the beginning of each fiscal year (July 1), the Business Manager and the school administration will prepare and submit together to the Board of Trustees a proposed budget ("Proposed Operating Budget") for the operation of the school during the ensuing school year. Each Proposed Operating Budget will set forth all of the revenues that the school anticipates receiving, a proposed schedule of fees and charges for services, and all of the expenditures anticipated to be necessary for the operation of the school, both (1) during the ensuing school year and (2) during the succeeding two school years. Each Proposed Operating Budget will further set forth each category of expense, the sources and uses of funds, fund accounting income statement, cash flow, capital expenditures, and any other appropriate items, for the ensuing year and for the succeeding two years. Each Proposed Operating Budget will reflect the school administration and Business Manager's view of the most economical, reasonable methods of operating and maintaining the School during the years to which that Proposed Operating Budget relates.

The Board of Trustees will, after reviewing and analyzing the Proposed Operating Budget, communicate to the Business Manager and the school administration any changes, additions, or deletions it believes should be made in such Proposed Operating Budget. After making such changes, the Board of Trustees will then approve the Proposed Operating Budget.

It is understood, however, that each operating budget will be an estimate only and that unforeseen circumstances such as, but not limited to, the costs of labor, material, services and supplies, casualty, operation of law, or economic and market conditions may make adherence to the operating budget impracticable, and departures, therefore, may be required due to causes of the foregoing nature or for other business reasons. Accordingly, if revenues of the school for any year are less than budget or if the school will require any expense category to exceed the corresponding amount in the budget in any year, then the Board of Trustees, school administration, and the Business Manager will meet promptly to determine if an adjustment to the operating budget is necessary.

FINANCIAL STATEMENTS

The Business Manager will report to the school's Board of Trustees in writing monthly, for the preceding month, with monthly balance sheets, statements of income and sources and uses of funds with respect to the school for such month and cumulatively for the fiscal year-to-date, as well as any recommended changes to the then-current approved operating budget that the Business Manager or school administration considers necessary or appropriate. The Board of Trustees and the administrators will examine the monthly financial statements to ensure that the school is meeting the annual approved budget for the fiscal year. The financial statements will be used as a tool to assist the Board of Trustees and school administration in making decisions that ensure the school's financial viability while meeting the school's mission.

AUDIT

The Board Treasurer, or the Finance Committee, in consultation with the Business Manager and school administrators, will engage an accounting firm or other appropriate third party to perform an audit of the books and records maintained for the school in accordance with applicable regulations. This appointment will have to be approved by the Board of Trustees. The audit is to be completed and a report to be furnished within 90 days after the end of the school's fiscal year (June 30). The annual school audit will be conducted according to the requirements of Article 24 of the School Code of 1949, using the requirements set forth for school boards.

OPERATING ACCOUNT

The Business Manager will establish, on an agency basis for the school, one or more bank accounts, with mutually acceptable financial institutions (the "Operating Accounts"). The Business Manager will cause all gross revenues to be deposited into the Operating Accounts, and cause all operating expenses (including, without limitation, payments of operating expenses, payroll, and payroll taxes) to be paid out of the Operating Accounts for and on behalf of the school. The Operating Accounts shall be used exclusively in connection with the operation of the school.

WORKING CAPITAL

The Business Manager's personnel shall provide assistance to the school to seek a line of credit with a financial institution to be utilized to fund seasonal or other cash flow deficiencies.

PAYROLL

The Business Manager will provide "back office" accounting services for the school, including the following:

- Payroll services, including processing all payroll payments to employees, issuing W-2 statements and maintaining payroll records, payment of all Federal, State, and local payroll taxes, and all employee benefit expenditures
- Accounts payable services (including, but not limited to, the processing thereof)
- Accounts receivable services
- Maintaining accounting system records and reports
- Petty cash management
- Tracking of expenditures for furniture, fixtures, and equipment

The school will employ appropriate on-site record keepers as necessary to provide the Business Manager with operational data.

See **Appendix D 37 - Financial Procedures Policy**, for a full detailing of the school's approach to internal financial controls.

2. FACILITY

A. FACILITY DESCRIPTION

Provide descriptions of and addresses for the physical facilities under consideration and the ownership thereof and any lease arrangements.

We are committed to ensuring that our students and staff are afforded a high-quality learning environment. Just as government-operated schools utilize bonds to finance new buildings, AFCLL Academy will draw upon the excellent credit and fiscal management of its management company, AFCLL Academy Charter Schools, to secure a long-term lease and renovate an appropriately-zoned facility to suit its programmatic needs. The school's 10-year lease rate is based on a combination of rent-per-square foot, improvement costs for the building and property (to be borne initially by the owner and then built into the lease over time) and associated CAM expenses.

Consistent with the approach outlined above, AFCLL Academy has identified a suitable property in the SDOL with a local owner, that is interested in leasing its property at:

450-512 East Strawberry Street

LANCASTER, PA, 17602

Will conducted a test fit-out for AFCLL Academy and will take responsibility for renovating the facility – currently utilized as office space (will be vacant starting in Summer 2020) – to suit the school's educational program, including administrative and counseling suites, traditional classrooms, art and music rooms, tech room, STEM Lab, cafeteria, gymnasium/multipurpose room, and a series of large-group/flexible learning spaces. The building's current space will be converted to more practical school use. Its current neighboring tenant is an African Methodist Episcopal (Bethel) with services on the weekends, so ownership does not anticipate any issues regarding bus access, traffic flow, pedestrian safety, etc.

In the event that Bethel chooses not to lease this particular property to AFCLL Academy, the Founding Coalition is continuing to evaluate alternative sites, including the following location that is also occupied by Atollo:

16 W King St.

Lancaster, PA 17603

See **Appendix D 38** - Intent to Lease for a letter of intent to lease between High Properties and AFCLL Academy. This agreement will be backed by a deposit, provided interest-free by AFCLL Academy Charter Schools (to be paid once the school begins receiving revenue in spring 2021).

B. FACILITY SUITABILITY

Explain how this site(s) would be a suitable facility for the proposed school. Consider the necessity of renovation to the facility and compliance with applicable building codes and accessibility for individuals with disabilities. Describe the services of the facility including heating, ventilating, lighting, sanitary conditions, and water supply.

High Properties, will conducted a test fit-out for AFCLL Academy and confirmed by-right use for educational purposes. It is now being used as office space and requires only cosmetic renovations (moving of non load-bearing walls, painting, drywall, carpeting, wiring, addition of bathroom fixtures, etc.) in order to be ready for students. Any required upgrades to meet educational code (if necessary) will be performed as part of renovations undertaken by High Properties for AFCLL Academy.

See **Appendix D 39 - Facility Design Plans** for a floor plan and other documents illustrating the school's facility plans.

C. FACILITY MAINTENANCE

Discuss the plan for maintaining the facility on a daily basis (custodial) and extended basis (facility maintenance).

AFCLL Academy intends to hire its own full-time Custodian and has listed this expense in its 5-Year Operating Budget. In addition, the school has budgeted for ongoing repairs and maintenance costs and will follow a standard RFP process to secure professional services from facilities contractors as building improvement needs arise.

See **Appendix D 36- AFCLL Academy 5-Year Budget** for detail

D. FACILITY ACQUISITION

Discuss any progress, partnership developments or other future steps toward acquisition of a facility/land.

Please see 2A above.

E. FACILITY FINANCING

Describe facility financing plans.

Please see 2A above.

AFCLL Academy will not need to take on any debt service as it intends to lease its school facility. It will, however, receive financing from Charter Capital and America charter development financier of AFCLL Academy Charter Schools, to cover its security deposit, first and last-months' lease costs, along with other start-up costs (ordering of supplies, technology, hiring of movers/installers, etc.). All of these costs will be repaid over the first 5 year of operations as tuition revenue is received. Both organization will be looking for land or building to buy and lease it to the school as a long term plan.

3. LIABILITY AND INSURANCE

A. INSURANCE COVERAGE

Describe your school's insurance coverage plans, including health, general liability (including school operation, extracurricular activities, and parent volunteer activities), property, and director and officers' liability coverage (see Section 1727-A of the charter school legislation).

COMMERCIAL INSURANCE

AFCLL Academy will obtain all necessary insurance either through a broker or through direct placement with a provider. It will obtain the best rates through competitive bidding or by allowing the broker to shop rates consistent with the quality of coverage or through joining a consortium of charter schools that have already obtained competitive premiums.

As evidence of the school's commitment to being fully insured, the Founding Coalition has secured a letter from the school's broker indicating that the broker fully intends to perform the services detailed above, pursuant to the school's successful chartering.

The school will secure General Liability insurance (including coverage for after-school, field trip activities and transportation), Errors and Omissions Coverage, Property Coverage, Directors and Officers Liability, Employee Liability and Worker's Compensation.

All coverage will be provided by an insurance company that has a rating of "A" or better and a financial size category of "VII" or better, according to A.M. Best Co. Copies of appropriate certificates of insurance will be provided to the School District prior to the opening of the school.

The following chart provides a more detailed view of the types of insurance and limits the charter school will secure:

Type of Insurance	Limit
Business Personal Property	500,000
General Liability	3,000,000 general aggregate
Products – completed operations	Included
Personal Injury	1,000,000 per occurrence
Advertising Injury	1,000,000 per occurrence
Damage to Premises Rented	100,000 per occurrence
Medical Expense	5,000 per occurrence
Sexual Abuse Occurrence Limit	1,000,000
Defense Expense – Each Sexual Abuse Occurrence	1,000,000
Defense Expense – Aggregate Limit	3,000,000

Employee Theft	100,000
Commercial Automobile (school buses)	1,000,000
Workers Compensation Insurance and Employers Liability	Per Law
Student Accident	25,000 per person
Accidental Death, Dismemberment, or Loss of Sight	20,000 per person
School Leaders Errors and Omissions	2,000,000
	Umbrella-Excess Liability Coverage

The representatives of AFCLL Academy understand the requirement to provide medical insurance coverage for employees that are the “same as” those provided to employees in the School District. It also understands the need to protect the Board and employees in the conduct of their work.

As indicated, liability insurance with umbrella coverage, auto liability (in the event that staff uses their own vehicles on charter school business), professional liability, directors’ and officers’ liability, insurance for errors and omissions, fire theft and vandalism on building and contents, workers’ compensation and appropriate riders will be obtained through a broker when a Board is established, assets are acquired, employees hired, etc.

See **Appendix D 40- Commercial Insurance Broker Letter.**

MEDICAL INSURANCE – EMPLOYEE BENEFIT

Medical insurance coverage will be limited to a Preferred Provider Organization (PPO) or an HMO; indemnity coverage will be provided if it can be obtained and if the employee will pay a share of the premiums similar to that paid by school employees in the Lancaster School District. Prescription, dental, and vision plans will be as similar to plans offered to the staff in the school district as providers will offer.

See **Appendix D 41 - Medical Benefits Broker Letter.**

4. CHILD ACCOUNTING

A. ENROLLMENT PROCEEDURES

Describe your school enrollment and attendance procedures.

ENROLLMENT

In accordance with the AFCLL Academy Code of Conduct, students will be expected to attend school daily. AFCLL Academy will implement a system for maintaining student enrollment information as required under 1730-A of the Charter School Law (Act 22 of 1997).

Specifically, AFCLL Academy will collect all of the necessary data for each student and will file all forms required by the Pennsylvania Department of Education (i.e. PDE-3059CS Instructional Time Summary, PDE-30262C Annual Attendance Membership Report, PDE-3002CS Summary Report of Aggregate Days Membership) and the participating school districts. Additionally, AFCLL Academy will use a student information software system, School Mint, to track enrollment data to ensure that the enrollment figures are always current, reflecting new students and any withdrawals.

ATTENDANCE

Students will be expected to attend school every day. If a student is absent, every attempt will be made to contact that student's parent or guardian to inquire about the reason for his or her absence. The school will follow the attendance guidelines set forth in the state child accounting procedures of the Public School Code (24 PS 13-13332) regarding unexcused absences.

When absences occur, it is the responsibility of the student's parent or guardian to provide a written note regarding the reason for the absence. In the case of frequent absences or absences not accompanied by a note, the counselor or designated staff member will contact the student's parent or guardian to determine the cause of the absence(s), and appropriate action will be taken, if needed.

School Mint, the student information software system mentioned above, will also be used to track attendance quickly and accurately, allowing for seamless communication between the teachers and the administration and the administration and the parents.

See **Appendix D 42 - Enrollment and Attendance Policies.**

V. IMPLEMENTATION AND ADMINISTRATION

1. RECRUITING AND MARKETING PLAN

A. PUBLICITY

Demonstrate how you will publicize the school to attract a sufficient pool of eligible applicants.

AFCLL Academy is confident that, based on The AFC Lancaster Lions track record of success with its college recruitment process and the growing need for the unique service model it provides, the school will be fully enrolled across grades (5-8) in Year 1 and beyond.

In order to ensure that all students and families in the greater Lancaster area are fully aware of the school's proposed opening in August 2021, the Founding Group will host a series of Town Hall Gatherings in and around the city starting in Spring 2020 and throughout the 18 months leading up to the school's launch. We will be gathering parent signatures and pre-enrollment forms to illustrate the strong demand for the school's approach.

See **Appendix E43 - Parent/Guardian Pre-enrollment form** for additional detail.

AFCLL Academy has also launched its own web domain, <https://AFCLancasterlions.org>, along with several social media profiles which it will use to publicize the school's opening more broadly across the region:

Facebook: AFCLLancasterlionsfoundation

Instagram: @AFCLLAcademy

Twitter: @AFCLLAcademy

B. STUDENT OUTREACH

What type of outreach will be made to potential students and their families?

In addition to the Town Hall meetings, the Founding Coalition will conduct additional outreach efforts, including mailings and emails to area residents, use of local media channels, information booths at community centers, churches and events, and solicitation of letters of support from civic leaders (many of which are attached to this application – see **Appendix A24**– Letters of Support). All meetings and events will be advertised in key public spaces, and the Founding Coalition members will be enlisted as ambassadors for the school.

AFCLL Academy will also be founded on the basis of collaboration and relationships as it seeks to build a strong culture both within and outside of the school. Its Founding Coalition and Management intend to maintain ongoing conversations with families, community organizations, cultural institutions, as well as the School District of Lancaster and the City of Lancaster. These collaborative discussions will be used to strengthen the school’s programming, while also ensuring that the school is providing the kinds of services that its external stakeholders want most.

Community engagement is an intrinsic part of what it means to be a student-centered, transformational, project-based school. Unlike traditional schools, AFCLL Academy students will not simply go on field trips; they will go on learning expeditions – projects that are guided by a Driving Question. Using a hands-on-learning model, we intend to bring students out of their neighborhoods and expose them to the exceptional culture and history that the City of Lancaster and its neighbors have to offer.

Those organizations and individuals who have indicated support for AFCLL Academy’s application and/or expressed a desire to partner with the school in its mission are listed on pages 67 of this document.

See **Appendix E24 – Letters of Support**.

2. ENROLLMENT POLICY

A. ENROLLMENT METHODS AND CRITERIA

Describe the enrollment methods and eligibility criteria you will use to select students. Explain administrative procedures to ensure compliance with laws pertaining to Special Education.

AFCLL Academy will adhere to the requirements of charter school law (Section 1723-A) and will be open to all age-appropriate students from the SDOL and surrounding districts across Lancaster County. These students will be admitted on a first-come-first-served basis with the exceptions described below as permitted by Act 22. Parents or guardians must complete a student application and supply the documentation listed below in order to be eligible for admission. Where necessary, the AFCLL Academy staff will provide information so that parents can obtain student records from their present schools. These items – while not conditions of enrollment – will ensure a smooth enrollment process:

- Birth certificate or other official documentation proving birth date

- Student Social Security Number
- Copy of existing I.E.P., NOREP and supporting documentation, if applicable
- Prior school records including academic, standardized test scores, attendance information
- Family “proof of residency” in the local district
- Act 26 Violations

See **Appendix - Board Admissions and Enrollment Policies.**

B. ADMISSIONS TIMETABLE

Describe the timetable to be used for admitting students, including a plan for the admission lottery for students from both within and outside the district.

AFCLL Academy will welcome all students and families to apply for admission. Interested families are requested to attend one general information meeting (again, this is not a condition of enrollment, but is essential to student success), where they will be introduced to the mission, philosophy, policies, and expectations of the school. The pursuit of excellence, our unique educational program, its academic rigor, character development, and parental involvement will all be emphasized.

In addition to general informational meetings, families will also have the opportunity to schedule 30-minute one-on-one informational sessions with school leadership. During this time, they can ask questions to further understand the school mission, model, and expectations. Families may apply for admission at any time, and no student will be denied the right to apply.

A public lottery, which will receive wide notice in the school brochure, website, and printed enrollment materials, will be conducted by the school in April 2021 (and March of all subsequent years) if applications for enrollment exceed the number of available slots in any grade. All names will be put into grade level batches using the SchoolMint system (discussed on pages 43-44 of this document and selected for its ability to automate the lottery process) and drawn at random. The order in which the names are drawn establishes the list for enrollment and the waiting list. All families who submitted application forms for the lottery will automatically be informed of the results via a letter generated by the SchoolMint database. Students whose names are drawn to fill the grade openings will be sent registration materials via electronic mail and will also be notified of the deadlines established for the completion of the enrollment process. The following documentation is required for enrollment:

- Student Enrollment Form (signed)
- Immunization and Medical Forms (as required by law)
- Family Information Sheet
- Release Form for School Records (from sending school district)

The following documents will also be requested, but are not conditions of enrollment:

- Field Trip Permission Form
- Emergency Contact Form

- Photo and Video Authorization or Denial Form
- Signed and Dated Receipt of Parent Handbook and Student Code of Conduct
- Student Transportation Plan Form

If there is no response from the family within the established deadline, AFCLL Academy will contact the family of the next student on the waiting list. When openings occur, wait-listed families are notified, in accordance with their “ranking,” and are given the opportunity to accept the space. Siblings of enrolled students will be given preference over other names on the waitlist. The wait list, which is formed by the lottery, will be valid for the academic year immediately following the lottery. Students who do not get placed and still want to enroll must submit a new application each year.

See **Appendix - Enrollment Application**, and also **Appendix E43- Pre-Enrollment Form** and **Appendix E44 - Enrollment Form** for sample documents that have been provided to prospective families.

C. NON-DISCRIMINATION

Explain how these policies further the mission of the school in a non-discriminatory fashion.

There will be no exceptions for admission. AFCLL Academy is a public school and as such will not discriminate against any student who applies. If more families apply than the number of slots available, students will be selected on a random basis by the lottery (see lottery description above).

3. HUMAN RESOURCES

A. HIRING STANDARDS

Describe the standards to be used in the hiring process of teachers, administrators, and other school staff.

Prospective AFCLL Academy teachers, administrators, and other school staff must be committed to the goals and mission of our school – in particular, we are seeking educators who believe in the unique capacity and brilliance of every student, particularly those who are working to overcome social and emotional challenges that have presented challenges in a traditional school setting. Our strong preference and goal is to hire educators who are certified by the Commonwealth of Pennsylvania in their area of expertise; past experience and demonstrated proficiency will also be considered.

AFCLL Academy further seeks to employ professional staff who demonstrate a commitment to student-centered, project-based learning, have a deep understanding of their academic area, are interested in working in a team environment, subscribe to the theory of the teacher as coach and facilitator in the delivery of instruction, are at least functionally literate in computer technology, and have a desire to continue their professional growth.

The Founding Coalition is developing a more detailed description of employment qualifications for all staff. The Founding Coalition will advertise through local papers, professional publications and educational job posting websites (such as PAREAP). They will also distribute job announcements to local universities and will ask relevant teacher preparation programs to refer qualified candidates.

Consistent with charter school regulations, at least 75% of the professional staff will meet the certification requirements for the Commonwealth of Pennsylvania. It is our intention, however, to attempt to hire 100% of fully-certified staff in the first year. The Board of Trustees will appoint the school's chief administrative officer, the Principal, by no later than March 2020. The Principal will have the responsibility of recruiting and recommending all other employees including teachers to the Board for its approval. In every case the Board and administration will adhere to all laws governing non-discriminatory practices in the workplace.

B. STAFF SIZE

What is the targeted staff size and teacher/student ratio?

AFCLL Academy is committed to maintaining an in-class student to teacher ratio of no more than 12.5 to 1. Grades 5-8 will enroll no more than 50 students per grade. In 5 grade, each house will be comprised of two classrooms of no larger than 25 students, and each House will be supported and co-taught by one FT Regular Education Teacher and one FT Special Education Teacher. In grades 6-8, each house will be comprised of two teams of no larger than 25 students. Students will have a home base team (2 teachers, 1 special education teacher) but will experience instruction conducted by subject areas specialists across ELA, history, mathematics, and science. In short, 8 instructional teachers and 2 special education teachers will support grades 5-8. In addition to the teachers detailed above, additional professional staff and non-instructional support staff that will be available to work with the students; this will drive the actual staff: student ratio to be approximately 6:1. The level of rigor care and quality of Athletic support to be provided requires an intensive and intimate educational setting. The staff chart displayed below in Section E clearly supports our commitment to making this happen.

C. PROFESSIONAL DEVELOPMENT

What professional development opportunities will be available to teachers and other staff?

Professional development will occur at the classroom level, the school level, and through opportunities provided to teachers and other school staff through outside organizations. All professional development activities will provide Act 48 credits for the staff. There will be intensive and ongoing training. As indicated earlier, we are making a huge commitment to the professional development and training of our staff so that they can successfully implement our instructional model. As such, we will provide the following accommodations within our school-year calendar:

- Summer Training (at least 4 Days)
- In-Service PD (at least 6 Days)
- Staff Meetings (Weekly)
- Orientation for New Staff (at least 4 Days)

CLASSROOM

The school schedule will be developed so that all teachers at a given grade level will have common preparation and planning times daily. Teachers will be expected to use this time for curriculum development, problem solving, and examination of student progress through a review of assessment materials. Common planning time is essential to the success of the educational program. Teachers may also be eligible to receive compensation (via stipend) to spend several weeks each summer developing curriculum, collecting materials, and working together to plan and coordinate thematic curriculum within and across grade levels.

SCHOOL

Teachers in the school will gather on a semi-monthly basis (6 times per year) to discuss and develop plans for working on school-based issues and themes. They will, for example, be responsible for examining and modifying, as needed, the discipline code for the school, and to provide input for the school schedule, curriculum areas, assessment data, and classroom configurations.

EXTERNAL

Funding will be provided to cover the registration and travel costs for the teaching staff and higher-level administrative staff to attend various outside conferences, seminars, and workshops. Funding will also be available for interested teachers and administrators to attend at least one professional conference a year. They will be expected to share what they have learned with their colleagues when they return, so that all staff can take advantage of the experience. Teachers and administrators will also have access to resources and programs presented through local colleges and universities, in particular those sponsored by the Pennsylvania Department of Education.

D. HR POLICIES

Describe your human resource policies governing salaries, contracts, hiring and dismissal, sick and other leave, and benefits.

AFCLL Academy is developing policies and procedures to be used for establishing salaries, hiring, terminating, and determining benefits for all employees. Below is a description of the considerations that will go into establishing the policies:

- **Salary:** Salary shall be commensurate with qualifications and experience.
- **Contracts:** Employees will receive written contracts that describe their duties, terms of employment, compensation, benefits, etc., prior to the onset of employment. Their contracts will be offered on a yearly basis.
- **Hiring:** The school wishes to promote diversity and equal access to all categories of employment, including retention and professional advancement, and will ensure equal opportunity, without regard to age, gender, sexual orientation, race, color, creed, religion, ancestry, national origin, social or economic status, parenthood, marital status, or handicap.
- **Dismissals:** All employees hired by AFCLL Academy will be considered “at will” and as such can be dismissed as determined appropriate by the school administration with the approval of the Board of Trustees. However, it will be the policy of AFCLL Academy that all processes of due process and documentation will be observed. prior to any recommendation being made.
- **Personal Leave:** The Board of Trustees shall adopt a policy for providing leave to full-time employees. The number of days will be determined based on factors including year round or school year employment, full time status, and years of service.
- **Medical Coverage:** Full-time employees will be eligible to receive medical coverage comparable to the coverage provided by the SDOL and to the employees of AFCLL Academy Charter Schools. The coverage shall include hospitalization, medical, prescription, dental and vision benefits. Employees will be responsible for the requisite level of co-pay and other obligations associated with the coverage.
- **State Retirement:** Retirement benefits will be offered as a PSERS Alternative 403(b) Plan in which employee contributions are matched up to a certain percentage of their salaries. This plan will be administered by Vanguard and is detailed in **Appendix E45 - Retirement Benefits Overview**.

All Staff Policies and Procedures are detailed in the attached AFCLL Academy Staff Handbook subject to revision by the Board of Trustees as needed. **See Appendix E46- Staff Handbook.**

See **Appendix E47** - Board Personnel Policies for a comprehensive overview of the school’s approach to human resources, which is subject to revision to maintain legal and regulatory compliance.

See also **Appendix E45 –Retirement Benefits** for an overview of the 403(b) Plan to be administered by Vanguard.

E. FACULTY

Identify the proposed faculty.

In order to build a staff of teachers, administrators, and support staff with the enthusiasm and open minds necessary to design and provide this innovative learning environment, the school will recruit a variety of individuals with a wide range of experience (across multiple sectors – private industry, social services, counseling, and education), educational credentials, and interests. Wherever possible, the school will seek to hire bilingual staff to ensure cultural responsiveness and to support the significant portion of students and families who speak Spanish as a first language at home.

The proposed faculty and staff distribution across Years 1-5 is described in the chart below:

STAFFING CHART

position	Year 1	Year 2	Year 3	Year 4	Year 5
Principal	1	1	1	1	1
Custodian/Maintenance	1	1	1	1	1
Receptionist	1	1	1	1	1
Director of Food Service	1	1	1	1	1
Teachers - Elementary (K-5)	2				
Teachers – Middle School/Secondary (Math)	1	1	2	2	2
Teachers – Middle School/Secondary (Social Studies)	1	1	2	2	2
Teachers – Middle School/Secondary (ELA)	1	1	2	2	2
Teachers – Middle School/Secondary (Science)	1	1	2	2	2
Music Teacher	1	1	2	2	2
Art Teacher	1	1	2	2	2
Health/PE Teacher	1	1	2	2	2
Computer Science Teacher	1	1	2	2	2

ESL Teacher	1	1	2	2	2
Language Teacher (French/Spanish)	1	1	2	2	2
Special Education Teachers	1	1	2	2	2
Leadership Coaches	1	1	2	2	2
Director of IT	1	1	1	1	1
Nurse*	1	1	2	2	2
Counselors*	2	2	3	3	3

TOTALS

**Note that Nursing and Counseling services will be provided via contracted service providers (see “Contracted Services” section of the attached budget).*

F. CRIMINAL HISTORY REPORT

Attach a report of criminal history record, pursuant to Section 111 of the Public School Code for all individuals who shall have direct contact with students.

All AFCLL Academy employees and volunteers will be required to submit the following clearances prior to having any contact with students:

- Department of Human Services Child Abuse History Clearance
- Pennsylvania State Police Request for Criminal Records Check
- Federal Criminal History Record Information (CHRI)

Copies of the required DHS and PA State Police Clearances are included as attachments to this narrative. AFCLL Academy will comply with all of the regulations for school employment as outlined on the Department of Education’s website: <https://www.education.pa.gov/Educators/Clearances/Pages/default.aspx>

See **Appendix E48 - Required Criminal Background Clearance.**

G. CHILD ABUSE CLEARANCE

Attach an official clearance statement regarding child injury or abuse from the Department of Public Welfare as required by 23 Pa. C.S. Chapter 63 Subchapter C. 2 (relating to background checks for employment in schools) for all individuals who shall have direct contact with students.

See the previous section. All AFCLL Academy employees and volunteers will be required to submit the following clearances prior to having any contact with students:

- Department of Human Services Child Abuse History Clearance
- Pennsylvania State Police Request for Criminal Records Check

- Federal Criminal History Record Information (CHRI)

Copies of the required DHS and PA State Police Clearances are included as attachments to this narrative. AFCLL Academy will comply with all of the regulations for school employment as outlined on the Department of Education's website: <https://www.education.pa.gov/Educators/Clearances/Pages/default.aspx>

See **Appendix E49- Required Child Abuse Clearance.**

4. CODE OF CONDUCT

A. STUDENT BEHAVIOR

Discuss any rules or guidelines governing student behavior.

AFCLL Academy will require all students and parents, prior to their initial enrollment, to sign a contract that specifies expectations for acceptable behavior that contribute to a stronger school community. This will be done as part of the formal orientation process. It is the general philosophy and deep belief of the Founding Coalition that a student cannot learn if he or she is not present in school, and that students have a responsibility to contribute to their own learning and that of their peers. To this end we will develop a full set of guidelines that will be in place in the rare instances where they must be implemented for the "general health, welfare and safety" of both staff and students alike.

The Founding Coalition has drafted a Code of Conduct (attached to this narrative), to be finalized by the Principal and approved by the Board of Trustees with input from the school's founding staff and parents. The Code of Conduct reflects AFCLL Academy Charter Schools' Philosophy and is grounded in the notion that an effective instructional program must be built within an orderly, supportive environment in which students and staff know and abide by reasonable standards of socially acceptable behavior and respect the rights, person, and property of others. The contract students and families will be asked to sign will afford them the opportunity to know what specifically is expected of them and what responsibility the school has in relation to the implementation of the Code of Conduct. The Founders believe the school will be more successful in realizing its mission if everyone understands and agrees with a uniform Code of Conduct with clear boundaries of expectation, respect, and support.

The Code of Conduct will comply with all applicable local, state, and federal rules and regulations.

The Board, the school administration, and other representatives of the staff will expand this Code of Conduct into a handbook during the months prior to students' arrival. All parents and students will receive a copy of the handbook and will sign a statement indicating that they have read and understand the provisions of the Code of Conduct. This contract will be kept in the student's file and maintained by the school's Counselors. The Principal is chiefly responsible for the implementation of the Code of Conduct and for ensuring that the school is a safe and orderly environment for learning while ensuring that students receive the highest degree of therapeutic care from a trained cohort of caring and responsive adults who will administer discipline in a restorative fashion.

The Code of Conduct will be designed with the mission of the school in mind, and, as such, will be based on the belief that all students have the right to be physically safe, emotionally secure, treated with respect and dignity, and to learn in a positive, focused learning environment.

The school administration and faculty will be responsible for monitoring the implementation of the Code of Conduct. The Board of Trustees, with feedback from the administrative team, parents, and faculty will continually review the Code of Conduct and make changes as necessary.

See **Appendix E50 - Code of Conduct.**

B. STUDENT EXPULSION AND SUSPENSION

Describe your school's policies regarding student expulsion and suspension, including students with disabilities.

AFCLL Academy's Code of Conduct will contain specific policies and procedures that describe the conditions under which violations of the Code will result in suspension or expulsion from the school. Students identified as "at risk," based on violations of the Code, will be referred to appropriate school staff for the development of a family-based intervention.

All due process requirements will be respectively followed for both Regular and Special Education students. In the specific case of students with disabilities, the guidelines established by the Individuals with Disabilities Education Act (IDEA) 2004 and by subsequent court rulings will be carefully followed in order to fulfill total compliance. Manifestation hearings will take place in all serious offenses for which significant disciplinary action is being considered for students with an Individualized Education Plan (IEP) to determine whether or not their disability is the causation of the adverse action requiring administrative resolution. All attempts to rectify problems will be made before the implementation of sanctions.

See **Appendix E51 - Board Expulsion and Suspension Policies.**

C. ATTENDANCE PLAN

Describe your school's mandatory student attendance plan and its fit with the code of conduct.

AFCLL Academy recognizes the paramount important of school attendance in achieving student success, both academically and socially. We will monitor student attendance carefully in order to determine when a student is starting to indicate attendance problems. Lateness and absences must be minimized for all students. To this end, we will employ School Mint attendance software that will give us daily, weekly, and monthly reports on those students who are displaying irregular and spotty attendance records.

Teachers will be required to report on any student who misses two or more consecutive days of school or who starts to develop a pattern of regular absences such as Fridays and Mondays, days before a holiday, etc. Follow-up will be done on a daily basis for each absence for those students who have begun to demonstrate such patterns. Classroom teachers and the Counselor will be responsible to make a home contact to verify absences when a parent note, phone call or email is not provided. When and if a student's absences continue, the school administration will start the process of bringing in the parents for a conference and to develop a plan to ensure that the student is meeting attendance requirements. Unexcused absences in excess of an established maximum will be included in the school's Code of Conduct as grounds for expulsion after all appropriate efforts are taken to alleviate truant conduct by the student.

See **Appendix E52 - Board Attendance and Truancy Policies** for specific details.

5. TRANSPORTATION

A. TRANSPORTATION PROGRAM

Describe your transportation program, including transportation for Special Education students and suggestions for improvement.

AFCLL Academy will use SDOL's busing services for eligible students. Non-resident students shall be provided transportation under Section 1361 of the Public-School Code. The school district of residence must provide

transportation to a charter school up to 10 miles from its border. Students from other school districts in Lancaster County who live outside of this 10-mile radius will be responsible for providing their own transportation.

As classes, will begin at 9:00AM, students are to be dropped off by buses by no later than 7:45AM. After the conclusion of the school day at 4:00PM or 6:00PM, eligible students will be picked up by the buses for transportation home; all other students should be picked up by designated family members or guardians at that time. Families of students who choose to remain on campus for after-school clubs, activities and sports will be responsible for arranging pickup.

For Special Education students who require specialized services offsite and/or enrollment at an Approved Private School (APS), AFCLL Academy will contract with a third party to provide transportation services to ensure that the mandated services are provided.

B. EXTENDED DAY TRANSPORTATION

What arrangements will be made to transport students and if you plan to implement an extended-day or extended-year program that requires transportation beyond that which the district provides?

AFCLL Academy will provide a variety of optional, after-school clubs and activities to its students, but will not provide a formal, extended-day academic program at this time. Families of students who wish to enroll in after-school clubs will be responsible for their own transportation.

For those students requiring an Extended School Year (ESY), transportation will be provided to eligible School District of Lancaster residents using district buses. AFCLL Academy also assumes responsibility for arranging private transportation for non-SDOL residents who also require an ESY option.

For students enrolled in optional summer enrichment programming, families will be responsible for coordinating transportation.

C. OUT OF DISTRICT TRANSPORTATION

What plans are being made for the coordination of transportation of students who live outside the local district to be transported to the school? The school district of student residence must provide transportation to a charter school up to ten miles from its border.

See comments under Section A above. As a charter school, AFCLL Academy recognizes it may draw students from a variety of districts. Students shall be provided transportation in accordance with the requirements of the Charter School Law and the Public School Code. Students that reside outside the chartering district will be provided transportation from the sending district to the extent required by Pennsylvania. The school district of residence must provide transportation to a charter school up to 10 miles from its border. Students that do not qualify for transportation under the Public School Code shall be consulted to determine whether alternative means of transportation can be provided.

See **Appendix E53- Letter of Intent, Transportation.**

6. FOOD SERVICE

A. FOOD SERVICE PLAN

Describe the food service plan of the school.

As part of its commitment to educating the “whole child,” AFCLL Academy is committed to providing its students with fresh, healthy meals and to teaching them the importance of maintaining a balanced diet. The school will be responsible for monitoring the health of students via annual health screenings, and when necessary, will take steps to ensure that students failing to eat adequately will be provided with all necessary assistance.

AFCLL Academy will contract with Metz Culinary Management to provide daily drop-off of fresh breakfast and lunch options. The school will purchase industrial-size refrigerators and ovens to keep its meals fresh and to heat any food that is intended to be served warm.

B. FREE OR REDUCED RATE LUNCH

What are the plans for free or reduced rate lunch or breakfast? State regulations for student participation in such a program must be followed (24 PS 13-1337).

The Board of Trustees will establish guidelines to ensure that no student is without appropriate meals as required by statute. The school intends to apply for school wide funding under the National School Lunch Program and will offer free and reduced priced meals (breakfast and lunch) through its food service provider (see attached Letter of Intent) to all students at AFCLL Academy. As a school wide meals provider, AFCLL Academy will proudly offer all students - regardless of circumstance - both free breakfast and lunch.

AFCLL Academy will comply with all Commonwealth of Pennsylvania regulations regarding the eligibility of school students for subsidized meals.

See **Appendix E54- Letter of Intent, Food Service.**

7. TIMETABLE

A. TIMETABLE

Provide a detailed timetable of projected steps and dates leading to the opening of a charter school.

Charter School Start-Up Tasks	Target Dates
Submit Application to School District of Lancaster	June 2020
Interviews of School Founders by District’s Review Panel	August 2020
Additional Public Hearings (as needed)	Aug – Sep 2020
Notification by District of Charter Approval	Sep – Oct 2020
Formation of Charter School Board (Swearing In)	November 2020
Lease Agreement Signed; Licenses and Permits Secured	Oct – Nov 2020
Leadership Search Commences	November 2020
Site Preparation Commences	Dec 2020 – Apr 2021
• Building Fit-Out	

- Ordering of Furniture, Equipment and Technology

- Contracting with Service Providers (Security, etc.)

Application Window Opens (Closes March 2021) December 2020

Leadership Hired By June 2021

Site Occupancy Occurs June 2021

Preparation for School Opening Jun 2021 –Aug 2021

- Ordering of Supplies

- Rostering of Students

- Finalization of Transportation Routes

- Delivery of Furniture and Equipment

Arrival of Students / Public Opening August 2021

8. SAFETY

A. SAFETY COMPLIANCE

Submit written documentation of intent to comply with all applicable safety requirements including the following to demonstrate the safety and structural soundness of the school:

- Inspection by a local building inspector.
- Inspection by a local fire department.
- Approval from the municipal licensing authority for use of any explosives and flammable compounds or liquids in connection with courses taught at the school.
- Compliance with all other federal, state, and local health and safety laws and regulations.
- Application for certificates, licenses, etc. are part of the planning process

AFCLL Academy will fulfill all of the local, state, and federal health and safety laws and regulations as required. In our outline above, we have indicated that we will finalize the lease on our site and begin all necessary modifications and upgrades necessary on or before December 1, 2020. We will start to submit all necessary requests for licenses and inspection (building, fire, municipal, food service) approvals by October 15, 2020 and anticipate getting a Certificate of Occupancy by December 2020.

AFCLL Academy is committed to providing a safe, orderly learning environment for its students. To make this a reality the Founding Coalition will develop a comprehensive School Safety Plan that incorporates the provisions of Act 26 and includes protocols for responding to crisis situations that occur on school property. Below is an outline of the steps that will be taken to finalize AFCLL Academy's Safety Plan. The document will be reviewed and updated once the leadership and staff has been identified and hired in order to modify and change this plan to meet the "real" needs of the school, the facility, its staff, and the community. These steps will commence in Spring 2021 and will include:

1. Form a School Safety Committee that includes: Board of Trustees; school administration, community representatives and parents, a representative from AFCLL Academy Charter Schools; to be advised by representatives of the local police and fire departments
2. Review Act 26, "The Safe Schools Act"
3. Review the School District of Lancaster Safety Plan to ensure accordance
4. Review safety plans from other municipalities for content and presentation ideas
5. Develop goals and timelines (March 2021 – August 2021)
6. Draft School Safety Plan in July 2021
7. Circulate draft safety plan to the Board of Trustees, the school administration and community partners for review
8. Finalize the School Safety Plan by August 2021 (prior to student occupancy)

MAINTAINING SCHOOL SAFETY AND REPORTING ACT 26 VIOLATIONS

AFCLL Academy intends to build a comprehensive school safety plan in collaboration with local law enforcement agencies to ensure that our community has a clear and consistent approach to school safety. The school's Principal and her/his designees will assume primary responsibility for the daily enforcement of the Safety Plan, and they will oversee both the formal security systems of AFCLL Academy's physical space, the behavior of the school's students, protocols related to visitors and guests, and will assume responsibility for reporting Act 26 violations.

AFCLL Academy's Principal will also coordinate and lead a School Safety Committee, comprised of volunteer members across multiple groups - parents, administrators, teachers, and staff. This group will convene monthly (quarterly, at a minimum) to review safety-related student and staff incidents, conduct walkthroughs of physical spaces, discuss evolving security needs, and propose new safety-related school policies (along with updates to existing ones) as needed.

In addition, all staff members will be expected to report to administration any inappropriate behavior in the school environment (as outlined in the AFCLL Academy Code of Conduct). It is the primary responsibility of staff to create a climate of respect and educational focus; however, they will also be "the eyes and ears of the building."

Students will also be expected to set a tone of respect, order, mutual respect, and purposefulness. Particular responsibility will fall to staff to model good and safe behavior and to correct or report to the school administration inappropriate or unsafe behavior or events.

See **Appendix E55 - Safety Plan for Academy's Safety Plan**, which will serve as a model on which AFCLL Academy's plan will be developed.

9. SCHOOL HEALTH SERVICES

A. HEALTH SERVICE PLAN

Describe your plan for providing school health services as required under Article XIV of the Public School Code.

The Board of Trustees of AFCLL Academy will, in full compliance with the PA Public School Code, and pursuant to charter school law, including Article XIV requirements, require that students submit to appropriate health and dental examinations to ensure that each student's health status is at an optimal level and that achievement is not lessened as a result of unresolved or undiagnosed health problems.

Pursuant to state law, and as detailed by the Pennsylvania Department of Education (<https://www.health.pa.gov/topics/Documents/School%20Health/SIR8.pdf>), all students at AFCLL Academy will be required to submit evidence of having received all appropriate vaccinations, except in the event that families express a religious or philosophical objection in writing.

Every student attending the AFCLL Academy will be provided the following services by the school as detailed in the chart below:

Service	5	6-8
Growth Screen	yes	
Vision Screen	yes	yes
Hearing Screen	yes	yes
Vaccination Review*	yes	yes
School Nurse Services	yes	yes
Maintenance of Health Record	yes	yes

*As mentioned above, parents will have the option to exercise a religious/philosophical objection by expressing their desire in writing to the School Nurse or Principal

B. SCHOOL NURSE

Describe how school nursing services, including administration of medication will be delivered.

For each student admitted to AFCLL Academy, the Principal or his/her designee (the Nurse) shall request an adequate health record from the transferring school. Individual student records of health examinations shall be maintained as confidential records subject to statute and the policies of this school. A student who presents a statement signed by his/her parent or guardian that a medical examination is contrary to his/her religious beliefs shall be examined only when the Pennsylvania State Secretary of Health determines that the student presents a substantial health menace to the health of other persons at the school.

Where it appears to the AFCLL Academy Principal, Nurse, Counselor, or other professional staff that a student deviates from normal growth and development or where school examinations reveal conditions requiring health or dental care, the parent or guardian of the student shall be so informed, and a recommendation shall be made that the parent consult a private physician or dentist or a local community-based health center. The parent shall be required to report to the school the action taken subsequent to such notification.

Parents and guardians of students who are to be examined shall be notified of such examinations. The notice shall include the date and location of the examination, and the parent or guardian will be encouraged to attend. Such notice may also include notification that the parent may have the examination conducted privately at the parents' expense; encouragement that the parent does so in the interest of providing continuity in the student's health care; and, notification that the student may be exempted from such examination if it is contrary to the parents' religious beliefs.

AFCLL Academy intends to contract with ihireNursing.com for a full-time, on-site Nurse. AFCLL Academy's Nurse will be ultimately responsible for overseeing the student health services program. These responsibilities will include the following:

- Nurse shall instruct all staff members to observe students continually for conditions that indicate physical defect or disability and to report such conditions promptly.
- Nurse will train the staff annually on Universal Health Precautions and basic First Aid techniques.
- When the Principal or another professional staff member receives a report of the existence of a communicable disease in a student's family, the nurse must be notified immediately.
- When the Nurse discovers a student in school with a communicable disease, the Nurse shall notify the Principal immediately, who will then provide for the reporting of this information as noted above.

See **Appendix E56 - Letter of Intent, Nursing Services.**

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AFCLL ACADEMY CHARTER APPLICATION APPENDICES

July 20 2020

APPENDICES

SECTION I – SCHOOL DESIGN

A1A Curriculum Outline

Appendix A.1.A: Curriculum Outline

Curricula proposed here will be adapted for Pennsylvania Core Standards and student-specific needs by the School Leader. These are proposed resources and will be finalized during the pre-opening phase in accordance with the Curriculum Selection Development, and Training Timeline.

Grade	ELA	Mathematics	Science, Technology, Engineering	Humanities (Social Studies/ History)
Potential Resources	Collaborative Literacy, Wit and Wisdom, Great Books, Wilson Foundation, SRA Spelling Mastery, Handwriting without Tears, Keyboarding without Tears	Eureka Math, Statway, EVERFI, Red Bird Mathematics, Corrective Math, iReady Math, Dreambox	Stemscope, Computer Science Scope and Sequence, Code.org, TCI	TCI, The Choices Program - Complete Series
5	Foundational Skills 5-8 grade Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions. These foundational skills are not an end in and of themselves; rather, students apply them as	Place Value and Decimal Fractions; Multi-Digit Whole Number and Decimal Fraction Operations; Addition and Subtraction of Fractions; Multiplication and Division of Fractions and Decimal Fractions; Addition and Multiplication with Volume	Motion and Matter; Energy; Soils, Rocks, and Landforms; Environments <i>This curriculum will include embedded inquiry components as well as content components addressing biological sciences, physical sciences (chemistry and physics), earth</i>	Declaration of Independence, Constitutional principles, and Bill of Rights; Separation of Powers; Native American history and culture before European arrival through Reconstruction; intro to geographic and economic concepts

	<p>effective readers.</p> <p>Reading Informational Text</p> <p>Students read, understand, and respond to informational text-with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</p> <p>Reading Literature</p> <p>Students read and respond to works of literature-with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.</p> <p>Writing</p> <p>Students write for different purposes and</p>	<p>and Area; Problem Solving with the Coordinate Plane</p>	<p><i>and space sciences, technology and engineering standards, and environment and ecology strands across all grade levels, with similar content but increased complexity at higher grades.</i></p>	

	<p>audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</p> <p><i>Speaking and Listening</i></p> <p>Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</p>			
6		<p>Ratios and Unit Rates; Arithmetic Operations Including Division of Fractions; Rational Numbers; Expressions and Equation; Area, Surface Area, and Volume; Statistics</p>	<p>Mixtures and Solutions, Earth and Sun, Living Systems <i>This curriculum will include embedded inquiry components as well as content components addressing biological sciences, physical sciences (chemistry and physics), earth and space sciences, technology and engineering</i></p>	<p>Governmental and citizen responsibilities; Constitutional principles; River civilizations in ancient world history; Greek, Roman, medieval Europe, feudal Japan, Central and South American, and African cultures; continuation of geographic and economic concepts</p>

7

	<i>standards, and environment and ecology strands across all grade levels, with similar content but increased complexity at higher grades.</i>	
Ratios and Proportional Relationships; Rational Number; Expressions and Equations; Percent and Proportional Relationships; Statistics and Probability; Geometry	Weather and Water, Diversity of Life, Human Systems Interactions <i>This curriculum will include embedded inquiry components as well as content components addressing biological sciences, physical sciences (chemistry and physics), earth and space sciences, technology and engineering standards, and environment and ecology strands across all grade levels, with similar content but increased complexity at higher grades.</i>	Sociological and cultural concepts; human and economic system interactions; continuation of geographic and economic concepts

8	Integer Exponents and Scientific Notation; The Concept of Congruence; Similarity; Linear Equations; Examples of Functions from Geometry; Linear Functions; Introduction to Irrational Numbers Using Geometry	Chemical Interactions, Earth History, Populations and Ecosystems <i>This curriculum will include embedded inquiry components as well as content components addressing biological sciences, physical sciences (chemistry and physics), earth and space sciences, technology and engineering standards, and environment and ecology strands across all grade levels, with similar content but increased complexity at higher grades.</i>	Principles of the Declaration of Independence, Bill of Rights, and the federal system; U.S. legal processes; American history through the lens of cultural and legal change and reform; continuation of geographic and economic concepts
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Curriculum Development and Training Timeline

Timing	Benchmark	Owner
July-Aug 2019	Consult with external experts (e.g. Achievement Network) to establish criteria for and process by which curriculum decisions will be made, including:	Chief Executive Officer

	<ul style="list-style-type: none"> ● Identifying standards and assessments that are aligned to the Pennsylvania Core Standards and that also exceed Pennsylvania Core Standards requirements (e.g. CCSS or AP) ● Identifying curricula that ensure students master assessments of both Pennsylvania Core Standards and additional college and career-ready standards ● Using tools like the Student Achievement Partner's Instructional Materials Evaluation Tool¹ to engage in deep curricular tool analysis as needed 	
Aug-Oct 2019	Acquire initial resources for review and use in drafting charter application	Chief Executive Officer
Nov 2020-Dec 2021	Visit high-performing urban schools around the country to <ul style="list-style-type: none"> ● observe student and teacher learning in the context of different curricula ● gather resources, in particular those which have been modified for students with similar needs to our anticipated population 	School Leader and Chief Executive Officer
Feb 2020	Synthesize research on curricula, including ratings of each resource against our criteria for selection and analysis of the benefits and drawbacks of each resource	School Leader
March 2020	Draft training plan for each curricular tool	School Leader
April-July 2020	Initial training and curriculum internalization work with Summer Leadership Academy teachers during Saturday prep sessions	School Leader
July - August 2020	1-2 week Summer Leadership Academy with potential future students to pilot curricula with small groups of 5-10 students	School Leader
Jan 2021	Final training plan for each curricular tool	School Leader
April-Aug 2021	Curriculum training and internalization with founding teachers	School Leader and Instructional Leaders
Aug-Sept 2021	Review of student diagnostic assessment information and adaptation of curricula	School Leader, Instructional Leaders, Faculty
Sept 2021	Begin ongoing cycles of curriculum internalization and adaptation, including formal curriculum reviews amongst the instructional leadership team after each interim assessment to identify trends that need to be addressed either immediately or in the coming summer's curriculum revision work	School Leader, Instructional Leaders, Faculty

May-Aug 2022	Based on lessons learned from implementation during school year 2021-2022, revise and adapt the curriculum	School Leader, Instructional Leaders, Faculty
May-Aug 2023	Based on lessons learned from implementation during school year 2022-2023, revise and adapt the curriculum	School Leader, Instructional Leaders, Faculty
May-Aug 2024	Based on lessons learned from implementation during school year 2023-2024, revise curriculum and adapt the curriculum	School Leader, Instructional Leaders, Faculty
May-Aug 2025	Based on lessons learned from implementation during school year 2024-2025, revise curriculum and adapt the curriculum	School Leader, Instructional Leaders, Faculty

A1B Graduation Requirements

AFCLL Grades Policy

Standards for Promotion

The AFCLL Academy's academic year is divided into four (4) quarters. All courses are one academic-year or one semester long. Students are expected to earn minimum year averages of 65 percent in the core academic courses counted towards a student's GPA as stated in the grading policy. Failure to meet the minimum expectation in one or more courses may put a student's promotion in jeopardy. In addition to the minimum course expectation, if students fail to meet any of the following criteria (listed in alphabetical order), promotion also may be in jeopardy at the discretion of the Principal, regardless of the length of time the student has attended the AFCLL Academy:

- Attendance – Students should have fewer than 10 absences for the school
- GPA – Students should maintain a GPA of 2.5 or greater for the school year.
- Interim Assessments – On interim assessments, students should achieve a score predictive of proficiency on the annual benchmark assessments.
- ISS/OSS – Students should have no more than 2 instances of ISS/OSS.
- Lifework – Students should maintain a completion rate of 96% or greater for each semester.
- PREP Average – Students should score a minimum PREP average of 85 points by the end of the year.
- Reading Growth–Students starting the academic year below their current grade equivalent reading level should achieve a minimum of 5 years of reading grade level growth as measured by the STEP assessment or end the year on grade level.
- Reading Level – Students should maintain a reading level of no more than 2 years behind the grade level they are being promoted to.

Should a student be retained in the 8th grade, the student will not be permitted to walk during the Promotion/Graduation Ceremonies at the end of that school year.

Grades Philosophy

The mission of the AFCLL Academy is to “Create College Graduates.” In order to achieve that, our grading policy reflects the rigors of a college preparatory curriculum and strives to communicate readiness to students, families, and teachers. AFCLL commits to a grading policy that meets the following purpose:

Purpose of grades: Grades communicate a student’s mastery and mindsets that will lead to college graduation.

- Grades show academic readiness for secondary and post-secondary success
 - Grades show mastery of appropriate college-ready standards
 - Grades are an accurate representation of learning
- Grades reflect student mindset and habits that are crucial for secondary and post-secondary success
 - Grades are feedback to students to reinforce growth mindset
 - Grades are a tool to build academic pride
- Grades represent to colleges how prepared students are to succeed

The specifications below demonstrate how AFCLL seeks to meet this vision through grading policies and practices. These policies reflect the differing demands of different age-ranges, based on the consideration that students in 5th and 8th grade (as well as different grades in between) may have differing needs in grading – as they do as learners. Retention as an intervention to improve scholar achievement may not be effective and should only be considered very judiciously. As part of this process, parents shall be informed as soon as possible that their child is not progressing in a manner that would indicate a likelihood of success at the next grade level. The final decision regarding non-promotion must be a team decision. All decisions to promote or retain will be made with the welfare of the scholar as the primary consideration; however, the school does not advocate social promotion for regular education scholars.

Grading Categories & Weights

Upper Middle School (7-8)

Category	Weight	Description	Typical # Assignments	Supports Overview
Classwork-Effort	10%	Any task where students demonstrate effort/completion of content <ul style="list-style-type: none">• Completion of Do-Nows• Completion of Lecture/	Content dependent	Score floor of 50% for exit slips only N/A: No revisions on

		guided notes collected and graded <ul style="list-style-type: none"> • Participation in Socratic Seminar Discussions • Participation in class 		effort-based grades
Lifework	20%	Graded for both effort/completion and accuracy <ul style="list-style-type: none"> • 7th Grade: No packet, accuracy-based grading 2x/wk • 8th Grade: No packet, accuracy-based grading 3x/wk 	Content dependent	Effort-based revisions for 50% of points back
Classwork-Accuracy	35%	Any task where students demonstrate mastery but content breadth is minimal and can access resources for support (teacher, book, notes, etc.) <ul style="list-style-type: none"> • Graded Do-Nows • Lecture/guided notes collected and graded • Graded Exit Tickets 	Content dependent	Score floor of 50% for exit slips only Effort-based revisions for 50% of points back
Category	Weight	Description	Typical # Assignments	Supports Overview
Summatives	25%	Any formal assessment where students have to internalize content that spans a significant amount of time and demonstrate mastery without support from teacher, peers, or resource. <ul style="list-style-type: none"> • Weekly quizzes • Unit Assessments • In-Class Performance-Based-Writing Tasks • Essays/Projects 	Content dependent	Effort-based revisions for 50% of points back Replacement grade for reteach/remastery
Standardized Tests/Interims	10%	<ul style="list-style-type: none"> • PSSA • NWEA MAP 	Content dependent	10% category weighting
Lower Middle School (5-6)				
Category	Weight	Description	Typical # Assignments	Supports Overview
Classwork (Effort)	20%	Any task where students demonstrate effort/completion of content <ul style="list-style-type: none"> • Completion Do-Nows • Completion of Lecture/guided notes 	Content dependent	Score floor of 50% for exit slips only

		<ul style="list-style-type: none"> collected and graded • Participation in Socratic Seminar Discussions • Participation in class 		
Lifework (Effort & some accuracy)	20%	Graded for both effort/completion and accuracy <ul style="list-style-type: none"> • 7th Grade: No packet, accuracy-based grading 2x/wk • 8th Grade: No packet, accuracy-based grading 3x/wk 	Content dependent	No revisions
Classwork-Accuracy	30%	Any task where students demonstrate mastery but content breadth is minimal and can access resources for support (teacher, book, notes, etc.) <ul style="list-style-type: none"> • Graded Do-Nows • Lecture/guided notes collected and graded • Graded Exit Tickets 	Content dependent	Score floor of 50% for exit slips only
Category	Weight	Description	Typical # Assignments	Supports Overview
Summatives	20%	Any formal assessment where students have to internalize content that spans a significant amount of time and demonstrate mastery without support from teacher, peers, or resource. <ul style="list-style-type: none"> • Weekly quizzes • Unit Assessments • In-Class, Performance-Based Writing Tasks • Essays/Projects 	Content dependent	Effort-based revisions for 50% of points back
Standardized Tests/Interims	10%	<ul style="list-style-type: none"> • PSSA • NWEA MAP 	Content dependent	10% category weighting

Middle School (5-8)

Students are taught in the same core disciplines in all middle school grades. All courses included in GPA are weighted equally.

Course	Included in GPA Calculation?
Textual Analysis (ELA)	Y
Math	Y
Science	Y

Guided Reading	Y
Specials (Art, Music, Theatre)*	N
Fitness*	N
PREP*	N

**Denotes Courses Graded on a Standard Rubric. Student Performance is categorized as Developing, Intermediate or Expert.*

Grading Scale

The AFCLL Academy will utilize a point system for all core academic classes. The teacher will determine the number of points possible per assignment. Student responses on assignments will determine the points earned based on the number of correct responses or a teacher-generated rubric. The points earned out of the total points possible will be used to calculate a percent score which will be the student's grade. The AFCLL Academy will utilize a +/- letter grade scale. The overall letter scale correlates to the score percentage and grade points (used to calculate GPA) presented below:

Letter Grade	Course Grade Range (%)	Grade Points
A+	97 – 100	4.33
A	93 – 96	4.00
A-	90 – 92	3.67
B+	87 – 89	3.33
B	83 – 86	3.00
B-	80 – 82	2.67
C+	77 – 79	2.33
C	73 – 76	2.00
C-	70 – 72	1.67
D+	67 – 69	1.33
D	65 – 66	1.00
F	Below 65	0.00

Students that meet the expectations of a Pre-AP or Honors course will earn 0.5 additional grade points in that course. Students that meet the expectations of an AP course will earn an additional 1.0 grade points. These value-add GPAs will be reflected on final, external transcripts only. For all other internal purposes, the school will use the student's GPA without additional grade points.

Grade Point Average (GPA) Calculation

Middle School

A student's middle school GPA is an average of the grade points earned (GPE) in all classes counting toward GPA. Each course is equally weighted. This formula may change depending upon the number of "Specials" (Music, Art, Theatre, Step, etc.) courses a student is enrolled in. If a student is in more than one specials course, each would be factored into the student's GPA. Note: Fitness and PREP grades are not factored into a student's GPA.

$$\frac{\text{ELA GPE} + \text{Math GPE} + \text{Science GPE} + \text{Guided Reading GPE} + \text{Specials GPE}}{\text{\# of Courses Attempted}}$$

Two-credit courses are classes that meet for 100 minutes every day from Monday-Friday apart from early release days. Single-credit courses meet for 50 minutes every day Monday-Friday apart from early release days. Half credit courses meet for 50 minutes every other day Monday-Friday.

AFCLL Academy will determine if students met sufficient course requirements to earn partial course credits. If students do not meet course requirements for an AP or Pre-AP course, but were able to meet requirements for a regular section, the AFCLL Academy may award course credit for the regular section. Students that did not meet course requirements during the year (earned a grade below a 65) may also be required to participate in Credit Recovery. AFCLL Academy will decide annually, depending on the course, whether to offer the option. A student must meet the requirements of Credit Recovery outlined for the course in order to earn credit.

A2 English Language Arts.

A2.00 Literacy Overview.

The Pennsylvania Core standards for ELA (3) will define our Language Arts scope and sequence at all grade levels. Our students will develop foundational literacy skills alongside the ability to read, comprehend, and analyze both literary and informational texts. Students will learn to write for a variety of purposes and audiences while learning how to use precise language, grade-level appropriate grammar and mechanics, and varied, interesting sentence structures.

Students will leave AFCLL Academy viewing literacy as a core life skill – not only able to fluently read, comprehend, and analyze grade level texts as detailed in the PA Core Standards but positioned to use reading and writing skills strategically as they move forward to high school, college and career.

Language arts at AFCLL Academy will reflect the primary shifts associated with the Pennsylvania Core standards: increased text complexity and use of academic vocabulary; a focus on text-

evidence as the basis for reading, writing, and speaking; and “reading to learn” from content--rich informational texts.

A2.01 Collaborative Literacy - Correlated Standards - Grade 5

A2.02 Collaborative Literacy - Correlated Standards - Grade 6

A2.03 Collaborative Literacy - Correlated Standards - Grade 7

A2.04 Collaborative Literacy - Correlated Standards - Grade 8

A2.05 Sample Lesson 1 - Collaborative Literacy

Day 1

Read-aloud/Strategy Lesson

Materials

- *Animal Senses* (pages 6–8)
- *Shattering Earthquakes* from Unit 2
- “What We Wonder About How Animals See” chart (WA1)
- Class set of “IDR Conference Notes” record sheets (CN1)
- *Assessment Resource Book* page 30
- “Thinking About My Reading” chart
- “Reading Comprehension Strategies” chart
- Self-stick notes for each student

In this lesson, the students:

- Begin working with new partners
- Hear and discuss part of an expository nonfiction book
- Brainstorm what they think they know about a topic
- Generate “I wonder” statements about the topic
- Use wondering to make sense of the book
- Read independently for 20–25 minutes

ABOUT BUILDING A BODY OF KNOWLEDGE ABOUT ANIMAL LIFE

In each grade of the *Making Meaning* program, the students apply the strategy of wondering or questioning to a set of expository nonfiction texts on the topic of animal life. Exploring a topic within and across grades enables the students to systematically build a body of knowledge about the topic. In kindergarten the focus of each text is on animal young. In grade 1, the students learn about a wide variety of animal life and are introduced to the concept of *habitat*, which is then further explored in grades 2 and 3. In grade 4, the focus shifts to animal senses, and in grade 5 the students learn about big cats and the challenges they face as endangered species..

1 Pair Students and Get Ready to Work Together

Randomly assign partners and make sure they know each other’s names. Gather the class with partners sitting together, facing you. Explain that during today’s lesson, partners will talk about a book you read aloud. Remind the students that talking with partners helps them think more about the reading, and tell them that you will ask them to report on their partner conversations at the end of the lesson.

2 Review Expository Nonfiction and Introduce the Topic of Animal Senses

Remind the students that during the past few weeks they have explored a kind of nonfiction called *expository nonfiction*. Show the cover of *Shattering Earthquakes* and review that the students heard part of the book and explored text features in it and in other expository texts (two articles and the book *Nineteenth-Century Migration to America*). Briefly review some of the text features in *Shattering Earthquakes* by turning to page 3 (table of contents), pages 10–11 (text, maps, photograph, captions, text box), and page 32 (index).

ELL Note

Prior to this introduction, make sure your English Language Learners understand the term *senses* and know that the five senses are seeing, hearing, tasting, smelling, and feeling.

110 | Making Meaning® Teacher’s Manual, Grade 4

A2.06 Sample Lesson 2 - Collaborative Literacy -

Grade 4 Making Meaning, Third Edition, Questioning Week

5 Discuss the Reading and “I Wonder” Statements

Facilitate a discussion about what the students learned from the reading. Be ready to reread passages aloud and show illustrations again to help the students recall what they heard. Ask questions such as:

Q *What is one new thing you learned about how animals see from today's reading?*

Q *How do large eyes help giant squid survive in their environment?*

Q *How do large fields of vision help animals like deer and squirrels?*

Refer to the “What We Wonder About How Animals See” chart and ask:

Q *What “I wonder” statements do you think were explained in the reading? How were they explained?*

Explain that learning to wonder and question while reading will help the students think carefully about what they are reading and look for answers to their questions as they read. Tell the students that tomorrow you will read more from *Animal Senses* and they will listen for information about what they are wondering.

6 Reflect on How the Students Explained Their Thinking

Facilitate a brief discussion about how the students did explaining their thinking. Ask:

Q *Why was it important to explain your thinking clearly today during your partner conversation and the class discussion?*

INDIVIDUALIZED DAILY READING

7 Introduce “Fix-up” Strategies

Tell the students that for the next few weeks they will continue reading nonfiction texts during IDR.

Direct the students' attention to the “Thinking About My Reading” chart and remind the students that it is important for them to check their comprehension as they are reading. Tell the students that there may be times when they ask themselves the questions on the chart and realize that they do not understand what they have read. Explain that today they will learn a couple of strategies, or tools, they can use in these situations. Explain that these strategies are called “fix-up” strategies because using the strategies may help to “fix” the problem.

Tell the students that one thing a student can do when she does not understand something she has read is to reread that part slowly and carefully. Explain that slowing down and carefully rereading a sentence

Facilitation Tip

During this unit, we invite you to practice **asking questions once** and then waiting. This means not repeating the question or asking it again a different way; it means just asking the question once and then **using wait-time** to give the students time to think before calling on anyone to respond. If the students are confused by a question or need to hear it again, have them ask you to repeat or rephrase the question. This builds student responsibility for focusing on the discussion and helps the students develop the habit of listening the first time. To see this Facilitation Tip in action, view “Asking Questions Once and Using Wait-time” (AV25).



Teacher Note

Save the “What We Wonder About How Animals See” chart (WAI) to use on Day 2.

Teacher Note

During IDR today and tomorrow, the students learn and practice two “fix-up” strategies they can use when they do not understand what they have read: rereading and reading ahead. To provide the students with additional support with using these and other “fix-up” strategies, you might teach all or part of IDR Mini-lesson 2, “Self-monitoring and Using ‘Fix-up’ Strategies” (found in Appendix A).

ELL Note

Help your English Language Learners choose books at the appropriate levels. Providing a limited number of teacher-selected texts will help them make good choices.

Questioning ■ Unit 3 ■ Week 1 ■ Day 1 | 113

A2.07 Wit and Wisdom - Correlated Standards - Grade 6

A2.08 Wit and Wisdom - Correlated Standards - Grade 7

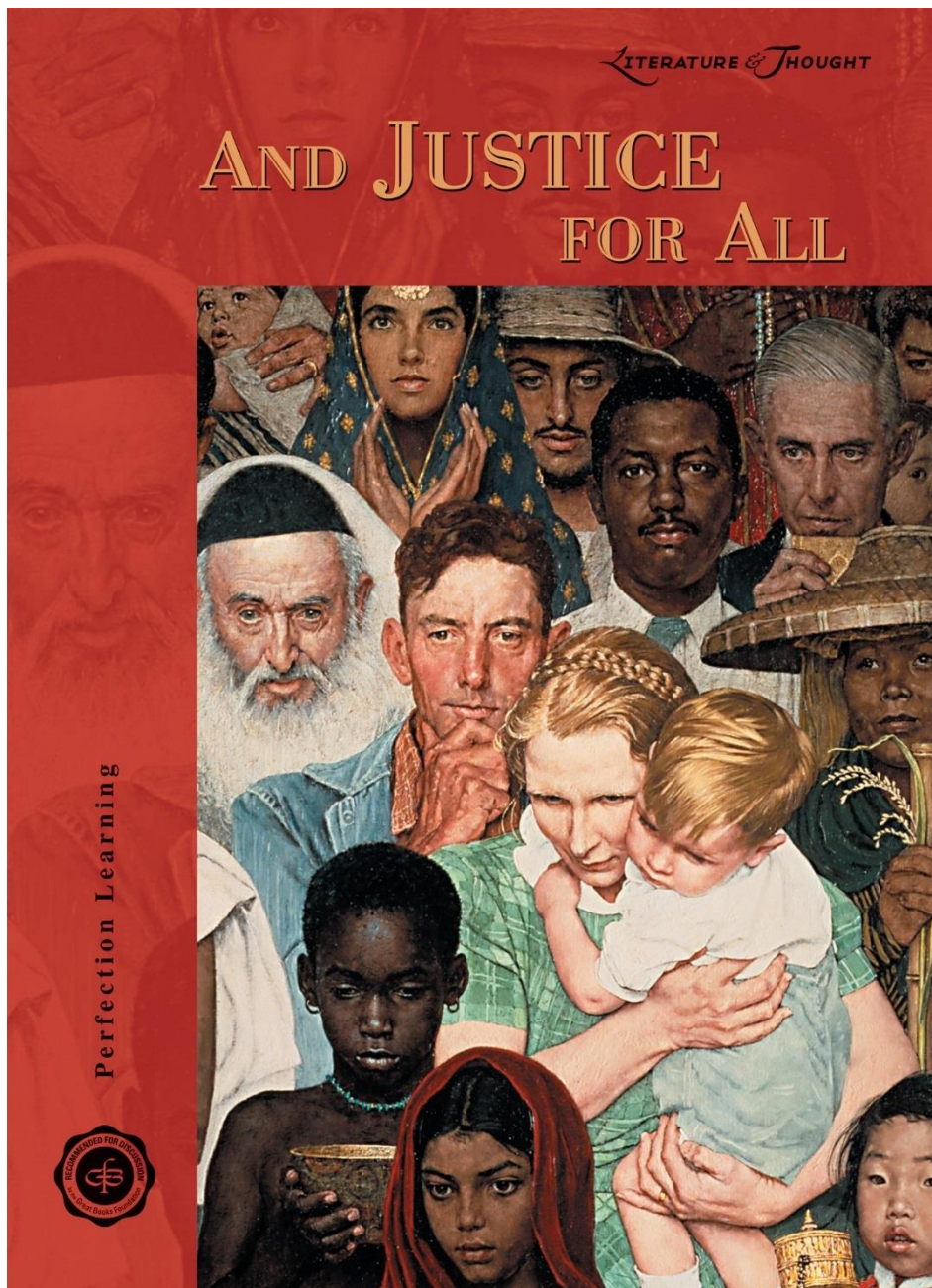
A2.09 Wit and Wisdom - Correlated Standards - Grade 8

The following link is for Wit and Wisdom Implementation guide for teachers K-12. It goes into details about the learning, Module and lesson designs, lesson preparation and features. Scope and sequence of common core state standards.

https://s3.greatminds.org/link_files/files/000/000/007/original/IG.pdf?1489431853

A2.10 Great Books - PA Core Standards

A2.11 Great Books – Literature



What is justice? This book from the Literature & Thought series contains literature that challenges the reader, promotes critical thinking, and encourages independent exploration of themes and issues related to this topic.

A2.12 Great Books – Roundtable

Great Books Roundtable Features

High-Quality Literature

Twelve works of fiction, two works of nonfiction, and six poems by award-winning authors, all selected for their interpretive potential.

In-Depth Reading, Critical Thinking, and Writing Activities

A sequence of inquiry-based activities that encourages students to read closely, think deeply about what they have read, listen and respond carefully to their classmates, and extend their exploration of a selection through a variety of writing activities.

Teaching and Learning in Stages

Customizable program materials organized in stages to ensure that students achieve success early and develop mastery at a pace appropriate for them.

Differentiated Instruction

Step-by-step support and challenge options to suit the learning needs of all students and sample classroom scenarios that illustrate differentiation techniques.

Reinforcement of Skills and Concepts

Activities that build familiarity, understanding, and mastery of language arts skills and concepts; suggested cross-curricular activities to encourage transference of critical thinking skills.

Assessment Options

A suite of assessment options, including multiple choice tests, essays, and portfolios, keyed to major language arts learning goals.

Standards-Based Learning

Program-wide scope and sequence and student learning objectives reflecting common district and state standards in reading comprehension, critical thinking, listening and speaking, and writing.

Research-Based Learning

Widely recognized as an exemplary program by numerous independent educational organizations for its research base and its positive effect on student achievement.

Professional Development

Excellent professional development courses, on-site consultation days for continuous support, and online options to provide ongoing assistance and ensure teacher success and enthusiasm.

A2.13 Wilson Foundation - Common Core English

The Wilson Reading System® (WRS) strongly supports students' ability to meet states' rigorous college- and career-ready Standards for English Language Arts & Literacy, including Common Core State Standards, by providing an intensive intervention program (Tier 3) that addresses the foundational skills required to read and write.

For students in a Tier 3 intervention, it is critical that they receive a program of instruction that ensures mastery of foundational skills of language structure that are typically taught in grades K-3. Without this mastery, students will not successfully achieve grade-level standards beyond grade 3.

As a targeted intensive intervention for this population of students, the WRS program is not grade specific. As a result, a one-to-one correlation with the states' standards by grade level is not straightforward since many of the skills presented in the program fall outside of the grade-level standards outlined for these particular students.

Reading Standards: Foundational Skills

WRS is designed for students who have a language-based learning disability with a primary word-level deficit and require an intensive reading intervention. Students who are identified to receive WRS instruction are not able to engage with grade-level complex reading and writing tasks because they are not yet fluent readers or writers. WRS provides these students with the foundational and language standards that are absolutely necessary to be able access grade-level text. In this regard, WRS aligns with the following key foundational and writing standards:

- Know and apply phonics and word analysis skills in decoding words.

- Read with sufficient accuracy and fluency to support comprehension.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Reading Standards: Literature and Informational Text

The Wilson Reading System also strongly supports the Anchor Standards in Reading:

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas
- Reading and Level of Text Complexity

WRS develops comprehension explicitly throughout the curriculum in Parts 9 and 10 of the daily lesson plan. In Part 9 of the lesson plan, students focus on short controlled passages allowing students with emerging decoding skills the opportunity to develop fluency and reading comprehension strategies. Part 10 provides teachers the opportunity to deeply engage students in high-quality texts.

When engaging in reading and discussing text, WRS teachers use a process called Wilson Comprehension S.O.S.TM (Stop – Orient – Scaffold/Support). As the student or teacher reads, they intermittently stop and interact to support the student’s understanding of the text. It is intended to guide students’ comprehension and teach students through modeling and discussion. This establishes a deep understanding, rather than surface understanding, of content. The Comprehension S.O.S. process engages students in rich and rigorous evidence-based conversations about text—the skill of close reading as outlined in states’ standards, including the Common Core State Standards.

Language and Speaking Standards

The Comprehension S.O.S. process and Part 10 of the lesson plan (Listening Comprehension) also supports the Language and Speaking Standards. Students engage effectively in a range of collaborative discussion on topics and texts. Students determine main ideas and supporting details of a text read aloud, and report on a topic or text with appropriate facts and relevant descriptive details, speaking clearly at an understandable pace. Students develop vocabulary from listening to informational and narrative text.

WILSON LANGUAGE TRAINING

ABOUT OUR WORK | PROGRAMS | PROFESSIONAL LEARNING | PARENTS | DYSLExIA | STORIES & NEWS

OVERVIEW | STUDENT IDENTIFICATION | IMPLEMENTATION | MATERIALS | TEACHER SUPPORT

INTERVENTION

STUDENT FOCUS
All students in grades 4-12 and adults who are decoding and encoding below grade level

LESSON LENGTH
45 minutes, 3-5 times/week

GROUP SIZE
Reading class (up to 15 students), small group

SETTING
General education classroom, intervention class, ELL classroom, literacy center, adult education

INSTRUCTOR
General education teacher, reading specialist, or intervention personnel

PROFESSIONAL LEARNING & SUPPORT

- Wilson Academy®/Intervention Learning Community (online)
- Program workshops
- Virtual Implementation Support
- Facilitator and Presenter Certification
- Sustainability plans
- Demonstration sites with on-site coaching

Home > Programs > Just Words®

Supporting Just Words Students During COVID-19 Closures

Just Words

[Listen to Page](#)

Just Words® is a highly explicit, multisensory decoding and spelling program for students in grades 4–12 and adults who have mild to moderate gaps in their decoding and spelling proficiency but do not require intensive intervention. The program is designed for students with below-average decoding and spelling scores and should be combined with other literature-rich programs.

Just Words aligns with a school or district's Multi-tiered System of Supports (MTSS) or Response to Intervention (RTI) framework of instruction by delivering a Tier 2 intervention addressing a sophisticated study of word structure with explicit teaching of “how English works” for both decoding and spelling automaticity. It is designed for students who can benefit from the targeted word study focus without requiring the more comprehensive intervention of the Wilson Reading System®.

Tiered Pyramid Diagram:

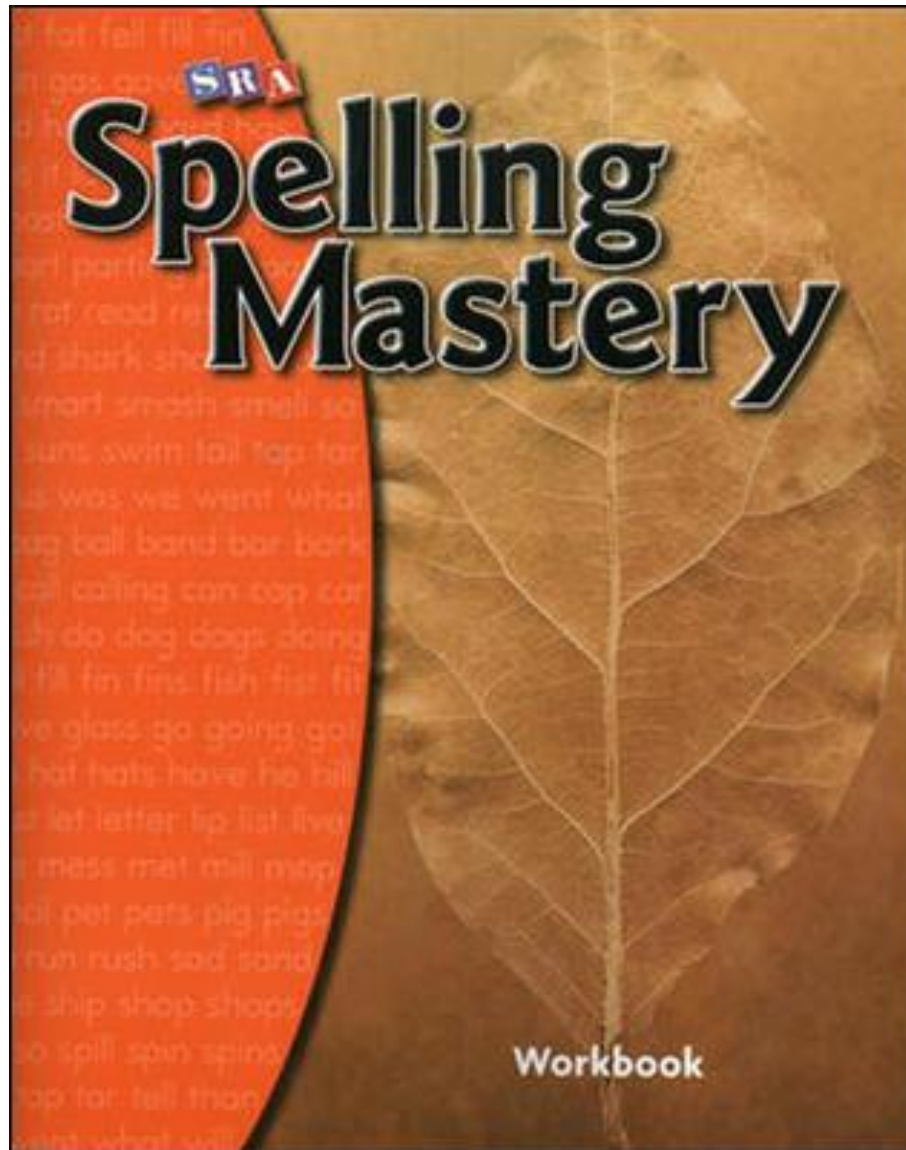
- TIER 3 (Grades 2-12)**: WILSON Reading System®
- TIER 2 (Grades 4-12)**: just words®
- TIER 2 (Grades K-3)**: just words®
- TIER 1 (Grades K-3)**: just words®

A2.14 SRA Spelling Mastery

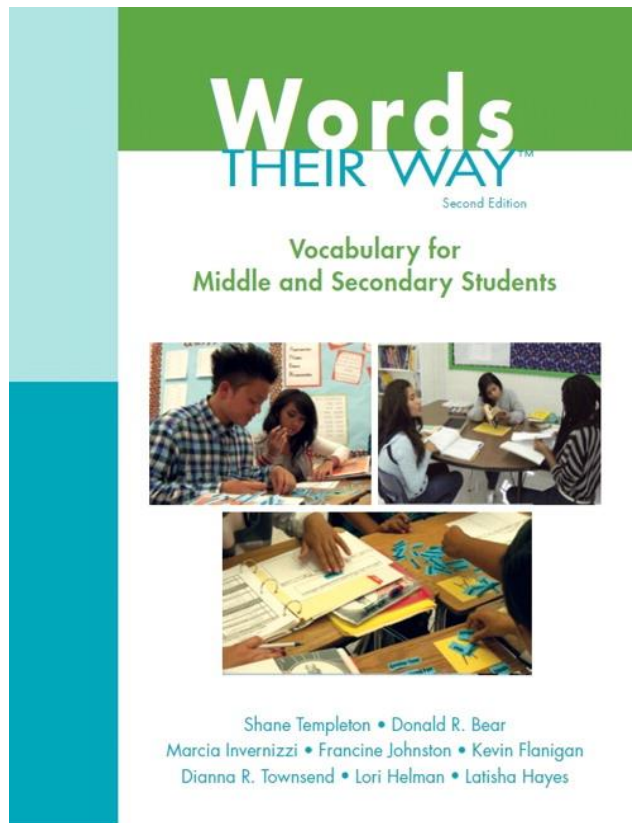
SRA Spelling Mastery builds dependable spelling skills for students in grades 1-6 through a highly structured method that blends the following approaches:

- **Phonemic approach** - helps beginning spellers learn the relationships between spoken sounds and written letters and then apply them to spelling
- **Morphemic approach** - exposes advanced spellers to prefixes, bases, and suffixes
- **Whole-word approach** - gives spellers at all levels the meaning and root of a word and shows how the word's spelling is influenced

Spelling Mastery interweaves these three approaches according to students' skill development and provides straightforward lessons to help efficiently and effectively teach the spelling skills students need to become proficient readers and writers. Explicit instruction, careful selection of spelling words, and repeated and cumulative practice help students master each concept and reinforce and retain key information.



A2.15 Words their Way vocabulary



A2.16 Handwriting without Tears - Core Alignment

The screenshot shows the Learning Without Tears website. At the top, there is a navigation bar with links for Programs, Products, Training, Resources, and myLWT. Below this is a blue banner with the text "Details - Handwriting Without Tears®" and "Simple, effective handwriting instruction for the elementary classroom." Below the banner is a section titled "Proven Strategies" with the subtitle "Our award-winning curriculum promotes student success." This section features a row of six icons representing different learning strategies: Multisensory Learning, Cross-Curricular, Unique Letter Order, Workbook Design, One-Stroke Success, and Free Student Assessments. Below the icons is a section titled "Multisensory Teaching Strategies" with a photograph of a young girl writing on a tablet. The text in this section describes how multisensory activities and manipulatives appeal to all learning styles and provide a hands-on approach to handwriting. It also mentions that children develop their writing skills through explicit, multisensory, play-based instruction, and that the curriculum includes various activities like tracing, air-writing, and mystery letter games.

A2.17 Keyboarding without Tears - Core Alignment

A3 Mathematics

A3.01 Mathematics Overview

Mathematics in Pennsylvania stresses both procedural skills and conceptual understanding to ensure students are learning and applying the critical information they need to succeed at higher levels. The introduction at each grade level articulates a small number of critical mathematical areas that should be the focus for that grade. At the end of their high school education, students will be able to use their mathematical knowledge independently to:

1. Make sense of and persevere in solving complex and novel mathematical problems;
2. Use effective mathematical reasoning to construct viable arguments and critique the reasoning of others;
3. Communicate precisely when making mathematical statements and express answers with a degree of precision appropriate for the context of the problem/situation;

4. Apply mathematical knowledge to analyze and model situations/relationships using multiple representations and appropriate tools in order to make decisions, solve problems, and draw conclusions; and

5. Make use of structure and repeated reasoning to gain a mathematical perspective and formulate generalized problem solving strategies.

Although it is an interesting and enjoyable study for its own sake, mathematics is most appropriately used as a tool to help organize and understand information from other academic disciplines. Because our capacity to deal with all things mathematical is changing rapidly, students must be able to bring the most modern and useful technology to bear on their learning of mathematical concepts and skills.

A3.02 Eureka Math K-8

A3.03 Eureka Math

g6_m1_student_wkbook_v1_3_1.pdf

Lesson 1: Ratios

Classwork

Example 1

The coed soccer team has four times as many boys on it as it has girls. We say the ratio of the number of boys to the number of girls on the team is 4:1. We read this as *four to one*.

Suppose the ratio of the number of boys to the number of girls on the team is 3:2.

Example 2: Class Ratios

Write the ratio of the number of boys to the number of girls in our class.

Write the ratio of the number of girls to the number of boys in our class.

**EUREKA
MATH**

Lesson 1: Ratios

S.1

For general information about Eureka go to <https://greatminds.org/math>.

A3.04 Statway

All Statway courses are taught using a unique pedagogical approach that promotes collaborative learning and addresses social-emotional factors that affect student success. They also employ innovative curricula supported by aligned assessments and an online student platform. The curriculum provides students with a firm conceptual statistical understanding that allows them to use statistical tools and quantitative reasoning intelligently in their daily lives, as per the American Statistical Association's Guidelines for Assessment and Instruction in Statistics Education.

For more information please go to <https://carnegiemathpathways.org/statway/>

A3.05 EVERFI - Financial Literacy

NFTE Venture – Entrepreneurial Expedition™ is a youth entrepreneurship curriculum designed to teach students to think entrepreneurially about business and life. Using case studies, interactive business simulations and personal development activities, this course teaches important basic business skills. This student entrepreneurship program isn't just about teaching kids business terminology. Students develop a personalized plan for their individual business, including financing, marketing, team-building, and market research, along with a roadmap for academic and career success.

Please see inserted photo below for sample lessons, topics, lesson description and learning objectives.

For More information please go to <https://everfi.com/courses/k-12/youth-entrepreneurship-curriculum/>

Venture Entrepreneurial Expedition

Course Outline


Lesson	Topics	Lesson Description	Learning Objectives <i>Students will be able to...</i>
Building a Budget and Saving Startup Capital	<ul style="list-style-type: none"> ○ Balancing budgets ○ Earning income ○ Taxes ○ Fixed vs. variable expenses 	Students address the personal side of entrepreneurship, connecting the dots between running a business and being responsible with their own finances. Students learn about financial decision making, developing and maintaining a balanced budget, income, taxes, variable and fixed expenses.	<ul style="list-style-type: none"> ○ Build a balanced budget including common budget elements. ○ Define and distinguish between variable and fixed expenses. ○ Identify sources of income and common types of payroll deductions. ○ Identify common types of taxes and explain how taxes impact income.
The Entrepreneur in You	<ul style="list-style-type: none"> ○ What it means to be an entrepreneur ○ Personal characteristics ○ Entrepreneurial case studies ○ Career pathways 	In this lesson, students explore characteristics of successful entrepreneurs. Students take a personal diagnostic that discover how their unique characteristics relate to entrepreneurship.	<ul style="list-style-type: none"> ○ Define the term "entrepreneur". ○ Identify the differences between entrepreneurs and employees. ○ Link personal characteristics with a potential future in entrepreneurship. ○ Identify potential career pathways of interest.
Recognizing Business Opportunities & Planning to Start Your Business	<ul style="list-style-type: none"> ○ Business opportunities ○ Market research and competition ○ Building a team ○ Growing a business ○ Business expenses ○ Value proposition and the marketing mix 	Students explore key business concepts and apply them within a food truck business simulation. Students research and make important business decisions (hiring, pricing, etc.) that they must justify in writing.	<ul style="list-style-type: none"> ○ Differentiate between business ideas and business opportunities. ○ Define a target market and explain the importance of identifying a target market segment. ○ Explain the importance of identifying competitors, determining a competitive advantage, and crafting an effective marketing plan. ○ Identify critical roles and personnel needs within a business. ○ Define basic business concepts (including unit of sale, cost of goods sold, contribution margin, revenue, profit, break-even point, and income statement). ○ Define value proposition and the marketing mix.

A3.06 Red Bird Mathematics

Please see inserted photo below of sample classwork.



For more information please go to

<https://www.redbirdlearning.com/demo/mathematics/toc/index.html>




Unit Rates

[GLOSSARY](#)


Use unit prices to identify which of several items is the better buy.

Think again about the packages of raisins.



14 oz

A 14-oz box of raisins sells for \$2.24.



19 oz

A 19-oz container of raisins sells for \$2.85.

Compare the unit prices of the packages, in dollars per ounce.

14-oz box: $\frac{\$2.24}{14 \text{ oz}} = \frac{\$?}{1 \text{ oz}}$

The unit price is \$ per oz.

19-oz container: $\frac{\$2.85}{19 \text{ oz}} = \frac{\$?}{1 \text{ oz}}$

The unit price is \$ per oz.

The -oz package is the better deal because it has the lesser unit price.

CHECK

A3.07 Corrective Math

Corrective Mathematics is a highly focused, intervention program consisting of seven modules that offer quick, targeting intervention to build understanding of:

- Addition
- Subtraction
- Multiplication
- Division
- Basic Fractions
- Fractions, Decimals, and Percents
- Ratios and Equations

By focusing on core content and breaking this content into a series of small conceptual steps and embedded skills, Corrective Mathematics enables you to teach mathematics skills, rules, and strategies efficiently and effectively. It ensures that students will learn to work mathematics problems accurately and confidently.

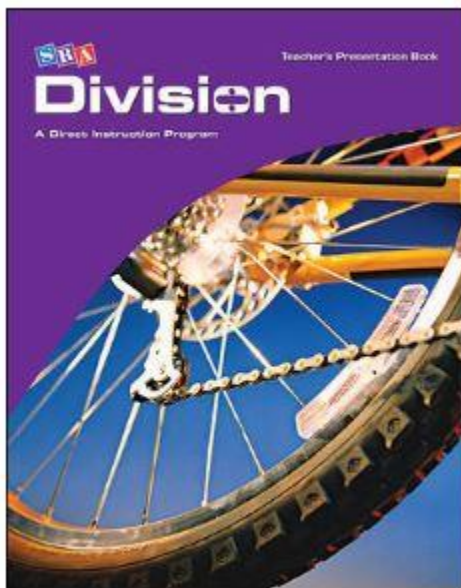
The series is not intended to serve as a fixed course of study. Instead it is used to support a high-quality core mathematics program. A placement test provides a plan that identifies which modules need to be covered.

Student Materials:

- Workbooks include daily worksheets and point summary charts for recording student performance and awarding grades.

Teacher Materials include:

- Presentation Books include a Guide section containing information for presenting exercises, correcting mistakes, and administering the pre-skill and placement tests. There is also a Presentation section that contains detailed lesson plans.
- Answer Key Booklets quickly and easily compare students' work with the actual calculations and word problem results.



A3.08 iReady Math

Ready Pennsylvania Mathematics helps teachers create a rich classroom environment in which students at all levels become active, real-world problem solvers. Through teacher-led instruction, students develop mathematical reasoning, engage in discourse, and build strong mathematical habits. The program's instructional framework supports educators as they strengthen their teaching practices and facilitates meaningful discourse that encourages all learners. Ready Pennsylvania Mathematics:

- Encourages students to develop a deeper understanding of mathematics concepts through the embedded Standards for Mathematical Practice
- Builds on students' prior knowledge with lessons that make connections within and across grade levels and directly address the major focus of the grade
- Incorporates a classroom mathematics routine that promotes conversations and increases accessibility of the mathematics for all students
- Prepares students for the challenges of the Pennsylvania System of School Assessment (PSSA) with tasks and activities that have a balance of conceptual understanding, procedural skills, fluency, and application

Equivalent Expressions

MD6.B-E.1.1.5

Use What You Know

In Lesson 16, you learned to read, write, and evaluate expressions with variables. Now, take a look at this problem.

Write an expression that is equivalent to $(3 + 14) + 27$.

Use the math you know to answer the question.

- Which two terms in $(3 + 14) + 27$ could you add to get a multiple of ten? _____
- Rewrite the expression so that these two terms are next to each other.

- Did rewriting the expression change its value? Explain.

- Rewrite the expression with parentheses to show that the two terms with the sum that is a multiple of 10 should be added first. _____
- Did rewriting the expression change its value? Explain.

- What is the common factor of the numbers in parentheses? _____
- Rewrite the expression so that it is a number plus the product of a number and a sum. _____
- Does rewriting the expression this way change its value? Which property of operations supports your answer? _____

- Explain why you might want to write an equivalent expression. _____

A3.09 Dreambox

Highest-quality, research-based K-8 math lessons empower students to master key math concepts. With the power to deliver millions of individualized learning paths, DreamBox individually tailors every math lesson and ensures that students work in their optimal learning

zone. A math learning curriculum that connects to coming assessments, it effectively builds conceptual understanding, procedural fluency, and college and career readiness.

Why DreamBox?

Designed to delight and engage, the DreamBox experience is student-driven and boosts inspiration and confidence for all K–8 learners.

Intelligent Adaptive Learning™ Technology

Pioneering technology enables seamless integration of instruction and assessment for a deeply personalized math learning experience.

Conceptual Understanding

As education systems and educators move toward competency-based learning, DreamBox is already there. It was designed to assess mastery and individual student progress based on demonstrated mastery of a concept.

Standards Alignment

The platform combines a rigorous, research-based, pedagogically sound curriculum aligned to the CCSS, TEKS, SOL, WNCP, and Ontario Curriculum.

Reporting

A robust set reports detail student usage, progress, and proficiency, provides teachers and administrators insight into how students are moving through the curriculum, along with up-to-date achievement levels against multiple standards.

DreamBox Math on iPad®

Inspired math learning with touch, the DreamBox iPad app offers a deeply personalized learning experience that is synced across devices.

For more information please go to <https://www.dreambox.com/why-dreambox>

A4 Science, Technology & Engineering

A4.01 Science, Technology & Engineering Overview

Please go to the following link to see more detailed overview

[http://static.pdesas.org/content/documents/Academic_Standards_for_Science_and_Technology_and_Engineering_Education_\(Elementary\).pdf](http://static.pdesas.org/content/documents/Academic_Standards_for_Science_and_Technology_and_Engineering_Education_(Elementary).pdf)

A4.02 K-12 Stemscope

STEMscopes PreK-12 is an award-winning, phenomena-based program that empowers your teaching and pedagogical approach in the classroom. STEMscopes promotes scientific discourse over a range of elements within our curriculum, probing students for deeper responses, learning, and understanding of scientific knowledge.

For more information please go to <https://www.stemscopes.com/>

Please see inserted sample below

6th Grade: Bundle 2: Earth System Interactions Cause Weather

Topics: Grade: 6th Grade - 3D Standards: Curriculum Area: Science

Home Anchoring Phenomena Event Teacher Guide All

Overview

Students observe an Anchoring Phenomena Event to activate prior knowledge to guide them to the Anchoring Phenomena Driving Question and Mission Performance Task.

The students will begin by viewing a video of wind currents around the world, and will participate in a teacher-led discussion about how wind currents affect water and transfer energy, as during a hurricane. The teacher should then guide the discussion toward how models of thermal energy transfer help us understand the different kinds of weather in our area.

Anchoring Phenomena Event
Students interact with a video of wind currents around the world.

Anchoring Phenomena Driving Question
How can models of thermal energy transfer help us to understand the different kinds of weather in California?

Mission Performance Task from Action Plan
Students design a portable structure that will keep athletes cool in hot climates and warm in cool climates. The structure must be easy to move between venues, and it cannot depend on electric or battery power.

The scopes included in this bundle include the following:

- Ocean Currents
- Thermal Energy Transfer
- Kinetic Energy
- Energy Transfer and Temperature
- The Water Cycle (mentioned)
- Influences of Weather and Climate (mentioned)

Guiding Questions

1. What factors influence the weather and climate of an area?
2. Why is the weather so different in different parts of California?
3. How does thermal energy transfer affect weather and climate?
4. How does thermal energy transfer affect the temperature of an object?

Essentials

- Standards Alignments
- Student Introduction Letter
- CCC and SEP Inventory of Skills

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A4.03 Computer Science Scope and Sequence

Please see the following link for more details <https://docs.google.com/document/d/1-O6o5yQ4I1dk0n4Qzh86quXGBtzDDtyJ3Skr6RpcpO4/preview>

A4.04 Code.org

Please see the following link for more details <https://code.org/>

A5 History and Social Studies

A5.01 Social Studies Overview

Social studies is the integrated study of human society and its contributions, influences and impact on the world. There are many content areas which combine to create the overarching concept of social studies. The commonwealth of Pennsylvania has delineated the disciplines and developed academic standards in the social studies areas to be civics and government, economics, geography, history and student interpersonal skills.

A5.02 K-8 Social Studies Standards Aligned

A5.03 PA Standards for History Grade

<https://www.education.pa.gov/Teachers%20-%20Administrators/Curriculum/SocialStudies/Pages/default.aspx>

A5.04 PA Standards for World History Grade

<https://www.education.pa.gov/Teachers%20-%20Administrators/Curriculum/SocialStudies/Pages/default.aspx>

A5.05 PA Standards for Civics and Government Grade

<https://www.education.pa.gov/Teachers%20-%20Administrators/Curriculum/SocialStudies/Pages/default.aspx>

A5.06 PA Standards for Economics Grade

<https://www.education.pa.gov/Teachers%20-%20Administrators/Curriculum/SocialStudies/Pages/default.aspx>

A5.07 The Choices Program - Complete Series

Using up-to-date historiography, the dozens of units in the Complete Series from the Choices Program tell an inclusive and responsible history while also encouraging students to grapple with history and current issues in the ways that historians and policymakers do. Using research from Brown University, this series provides teachers with high-quality, carefully researched content that engages students at all levels. Please see the following link for more details <https://www.choices.edu/curriculum-series/complete-series/>

A5.08 The Choices Program - Meeting Standards

A6 Health, Safety, and Physical Education

A6.01 Physical Education and Health Overview

Health and physical education provides students with the knowledge and skills that will enable them to achieve and maintain a physically active and healthful life, not only during their time in school but for a lifetime. Health and physical education are integral components of a balanced educational program. Children who are healthy and physically active increase their chances of achieving to their highest academic potential and are better able to handle the demands of today's hectic schedules.

A6.02 Grade-Level Outcomes K-12 Physical Education

Please see the following link for more details

<https://www.shapeamerica.org/standards/pe/upload/Grade-Level-Outcomes-for-K-12-Physical-Education.pdf#:~:text=National%20Standards%20%26%20Grade-Level%20Outcomes%20for%20K-12%20Physical,grades%20and%20more.%20Purchase%20your%20copy%20at%20www.humankinetics.com%2Fshapeamerica-online-store.>

A6.03 Instructional Framework for Fitness Education

Please see the following link for more details

<https://www.shapeamerica.org/upload/Instructional-Framework-for-Fitness-Education-in-Physical-Education.pdf>

A7 Arts and Humanities

A7.01 Arts and Humanities Overview

Arts and Humanities encompasses the discipline areas of visual art, music, theatre and dance. These areas are unified by the themes of production, history, criticism and aesthetics. In the arts and humanities the human need to create can be expressed kinesthetically, aurally, spatially or through interdisciplinary interpretation. The rich experiences and learning provided

to students in Pennsylvania by quality teachers in the arts and humanities has produced nationally recognized artists.

A7.02 K-12 Arts and Humanities Standards Aligned

All students in grades K-12 must be provided with instruction in all four arts disciplines: dance, music, theater and the visual arts.

- Dance Education is a kinesthetic art form that satisfies the human need to respond to life experiences through movement of the physical being.
- Music Education is an aural art form that satisfies the human need to respond to life experiences through singing, listening and/or playing an instrument.
- Theatre Education is an interdisciplinary art form that satisfies the human need to express thoughts and feelings through written text, dramatic interpretation and multimedia production.
- Visual Arts Education is a spatial art form that satisfies the human need to respond to life experiences through images, structures and tactile works.

AFCLL Academy is responsible for creating written curricula in all content areas. The state Academic Standards outline the minimum skills and knowledge that students must have at the end of grades 3, 5, 8 and 12. School districts are responsible for assessing students in the arts and insuring that they are proficient in the standards in order to graduate.

The Standards Aligned System (SAS)Opens In A New Window is the Pennsylvania Department of Education's digital curriculum and instruction resource site. SAS is comprised of six distinct elements which provide a common framework for continuous student, teacher, school and district growth. The elements are Standards, Assessment, Curriculum Framework, Instruction, Materials and Resources, and Safe and Supportive Schools.

The academic standards for arts and humanities Opens In A New Window, as well as resources for teaching and developing high quality visual art, music, theatre and dance education programs, are available on SAS.

A7.03 K-12 Art Scope and Sequence

AFCLL will use the scope and sequences as demonstrated by PDE, please click the following links for more information.

http://www.pdesas.org/Static/StaticContent/LoadDoc?id=CF-Arts_and_Humanities_Dance.docx

http://www.pdesas.org/Static/StaticContent/LoadDoc?id=CF-Arts_and_Humanities_Music.docx

http://www.pdesas.org/Static/StaticContent/LoadDoc?id=CF-Arts_and_Humanities_Theatre.docx

http://www.pdesas.org/Static/StaticContent/LoadDoc?id=CF-Arts_and_Humanities_Visual_Art.docx

A8 World Languages

A8.01 World Languages Overview

The term world language is synonymous with the terms foreign language, second language or target language and refers to the study of a language other than English.

To study another language and culture is to gain an especially rich preparation for the future. Studying a World Language and its cultural influences enhances one's personal education in many ways. Students who study a second language and culture have a powerful foundation for successful communication in the ever-growing local, national and world communities.

A8.02 Spanish Curriculum Grades 6-12

UNIT BENCHMARKS										
1. Respond to greetings and greet others										
2. Tell his/her name and ask the names of others										
3. Describe people/objects using color, numbers, and basic adjectives										
4. Respond to questions about how they feel and ask others about their feelings										
WEEK 1 VOCABULARY										
hablar	uno	dos	tres	cuatro	cinco	seis	siete	ocho	nueve	diez
escribir	once	doce	trece	catorce	quince	dieciséis	diecisiete	dieciocho	diecinueve	veinte
treinta	cuarenta		cincuenta		sesenta	setenta	ochenta	noventa	cien	
Hola	Adiós	Buenos días/tardes	¿Cómo estás?	Estoy bien/mal/así, así		Yo me llamo_.		¿Cómo te llamas tú?	Por favor	Gracias
WEEK 2 VOCABULARY										
jugar		rojo/rosado			azul		amarillo		verde	
cantar		anaranjado			morado		negro/gris/blanco		marrón/café	
WEEK 3 VOCABULARY										
leer		el triángulo		el círculo		el cuadrado		el rectángulo		la línea
dibujar		¿Cómo está el clima?		Está soleado.		Está nublado.		Está nevando.		Está lloviendo.
WEEK 1: LOS NÚMEROS			WEEK 2: LOS COLORES			WEEK 3: LAS FORMAS Y EL CLIMA			WEEK 4: REPASO	
Opening and Calendar Pronunciation: a, e, i, o, u Vocabulary Development Day 1: Yo mismo Day 2: Libro de números 1-5 Day 3: ¿Grande o pequeño? Day 4: Libro de números 6-10 Closing: Chocolate			Opening and Calendar Pronunciation: sílabas con r, m, p, l, t Vocabulary Development Day 1: ¿Cómo estás? Day 2: Mi librito de colores Day 3: Mi librito de colores Day 4: Lotería de colores Closing: Los elefantes			Opening and Calendar Pronunciation: sílabas con d, n, f, h Vocabulary Development Day 1: Las formas Day 2: Dominós: el clima/tiempo Day 3: De colores Day 4: Lotería de los números Closing: De colores			Opening and Calendar Pronunciation Review Vocabulary Development Day 1: ¿Sí o no?, Lotería de colores Day 2: Pictionary Day 3: Assessment: Colorear Day 4: Assessment: Los números Closing	

A8.03 French Scope and Sequence

A8.04 French Standards

A9 Career, Education, and Work

A9.01 Career, Education, and Work Overview

Per PDE website the Academic Standards for Career Education and Work reflect the increasing complexity and sophistication that students experience as they progress through school. Career Education and Work Standards describe what students should know and be able to do at four grade levels (3, 5, 8 and 11) in four areas:

- ◆ 13.1 Career Awareness and Preparation
- ◆ 13.2 Career Acquisition (Getting a Job)
- ◆ 13.3 Career Retention and Advancement
- ◆ 13.4 Entrepreneurship

Pennsylvania's economic future depends on having a well-educated and skilled workforce. No student should leave secondary education without a solid foundation in Career Education and Work. It is the rapidly changing workplace and the demand for continuous learning and innovation on the part of the workers that drive the need to establish academic standards in Career Education and Work.

Through a comprehensive approach, Career Education and Work Standards complement all disciplines and other academic standards. If Pennsylvania's students are to succeed in the workplace, there are certain skills that they need to obtain prior to graduation from high school. These skills have been identified in the Career Education and Work Standards, but it is up to individual school districts to decide how they are to be taught. Districts can implement integration strategies within existing disciplines or can implement standalone courses to specifically address these standards.

A9.02 Post-Secondary Readiness Rubric

Please see the following link for more details.

<https://thinkcollege.net/sites/default/files/files/resources/postsecondaryReadinessRubric%20UserGuide.pdf>

A9.03 PA Standard Career, Ed and Work Crosswalk Grade 5

A9.04 PA Standard Career, Ed and Work Crosswalk Grade 6

A9.05 PA Standard Career, Ed and Work Crosswalk Grade 7

A9.06 PA Standard Career, Ed and Work Crosswalk Grade 8

This electronic toolkit provides resources, references, crosswalks and other tools to assist elementary, middle and high schools teachers and administrators in implementing the Pennsylvania (PA) Career Education and Work Standards. The Career Education and Work Standards, Chapter 4 of Title 22, are part of the State Board of Education's regulations of required education for all students in Pennsylvania. The Career Education and Work Standards address four areas of knowledge:

- Career Awareness and Preparation
- Career Acquisition (Getting a Job)
- Career Retention and Advancement
- Entrepreneurship

Please see the following link from PDE website for more details

<https://www.education.pa.gov/K-12/PACareerStandards/Pages/default.aspx>

A10 Board Special Education Policies

Please see the following link [AFCLL ACADEMY SPECIAL EDUCATION BOARD POLICIES.pdf](#)

A11 AFCLL Academy Curriculum Please see A1.

A11.01 AFCLL Academy 2021 Program Information Please see A1.

A11.02 AFCLL Academy 2021 Curriculum Please see A1.

A12 Social Emotional Learning Curriculum

Social & Emotional Learning Curriculum Grades 6-8

Goal 1: Develop self-awareness and self-management skills to achieve school and life success.				
Learning Standard	Overall Benchmark	Grade 6 Benchmark	Grade 7 Benchmark	Grade 8 Benchmark
A. Identify and manage one's emotions and behavior.	1A.3a. Analyze factors that create stress or motivate successful performance.	1A.3a.6 Define stress. 1A.3a.6 With support, identify personal factors that create stress. 1A.3a.6 With support, identify personal factors that motivate successful performance.	1A.3a.7 Identify and begin to analyze personal factors that create stress. 1A.3a.7 Identify and begin to analyze personal factors that motivate successful performance.	1A.3a.8 Analyze factors that create stress or motivate successful performance.
	1A.3b. Apply strategies to manage stress and to motivate successful performance.	1A.3b.6 Identify strategies to manage stress. 1A.3b.6 Identify strategies to motivate successful performance.	1A.3b.7 With support, apply strategies to manage stress. 1A.3b.7 With support, apply strategies to motivate successful performance.	1A.3b.8 Apply strategies to manage stress and to motivate successful performance.
B. Recognize personal qualities and external supports.	1B.3a. Analyze how personal qualities influence choices and successes.	1B.3a.6 Identify factors that influence choices and successes.	1B.3a.7 Identify personal qualities that influence choices and successes.	1B.3a.8 Analyze how personal qualities influence choices and successes.
	1B.3b. Analyze how making use of school and community supports and opportunities can contribute to school and life success.	1B.3b.6 With support, identify school and community supports and opportunities that can contribute to school and life success.	1B.3b.7 Identify and begin to analyze school and community supports and opportunities that can contribute to school and life success.	1B.3b.8 Analyze how making use of school and community supports and opportunities can contribute to school and life success.
C. Demonstrate skills related to achieving personal and academic goals.	1C.3a. Set a short-term goal and make a plan for achieving it.	1C.2b.6 Set a short-term goal. 1C.2b.6 With support, make a plan for achieving the short-term goal	1C.2b.7 Set a short-term goal. 1C.2b.7 With support, make a plan for achieving the short-term goal	1C.3a.8 Set a short-term goal and make a plan for achieving it.
	1C.3b. Analyze why one achieved or did not achieve a goal.	1C.3b.6 Determine if one achieved or did not achieve a goal. 1C.3b.6 With support, analyze why one achieved or did not achieve a goal.	1C.3b.7 With support, analyze why one achieved or did not achieve a goal.	1C.3b.8 Analyze why one achieved or did not achieve a goal.

Social & Emotional Learning Curriculum
Grades 6-8

Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.				
Learning Standard	Overall Benchmark	Grade 6 Benchmark	Grade 7 Benchmark	Grade 8 Benchmark
A: Recognize the feelings and perspectives of others.	2A.3a. Predict others' feelings and perspectives in a variety of situations.	2A.3a.6 With support, predict others' feelings in a variety of situations.	2A.3a.7 Predict others' feelings in a variety of situations. 2A.3a.7 With support, predict others' perspectives in a variety of situations.	2A.3a.8 Predict others' feelings and perspectives in a variety of situations.
	2A.3b. Analyze how one's behavior may affect others.	2A.3b.6 Identify effects of one's behavior on others.	2A.3b.7 Describe effects of one's behavior on others.	2A.3b.8 Analyze how one's behavior may affect others.
B: Recognize individual and group similarities and differences.	2B.3a. Explain how individual, social, and cultural differences may increase vulnerability to bullying and identify ways to address it.	2B.3a.6 Define diversity and define bullying and provide examples from one's environments. 2B.3a.6 With support, identify strategies to address vulnerability to bullying.	2B.3a.7 Explain how diversity increases vulnerability to bullying. 2B.3a.7 Identify strategies to address vulnerability to bullying.	2B.3a.8 Explain how diversity increases vulnerability to bullying. 2B.3a.8 Apply strategies to address vulnerability to bullying.
	2B.3b. Analyze the effects of taking action to oppose bullying based on individual and group differences.	2B.3b.6 With support, identify actions one can take to oppose bullying.	2B.3b.7 With support, analyze the effects of taking action to oppose bullying based on individual and group differences.	2B.3b.8 Analyze the effects of taking action to oppose bullying based on individual and group differences.
C: Use communication and social skills to interact effectively with others.	2C.3a. Analyze ways to establish positive relationships with others.	2C.3a.6 Define positive relationships. 2C.3a.6 With support, identify ways to create positive relationships with others.	2C.3a.7 Identify ways to create positive relationships with others. 2C.3a.7 With support, identify ways to request support from and provide support to others.	2C.3a.8 Analyze ways to establish positive relationships with others. 2C.3a.8 Identify ways to request support from and provide support to others.
	2C.3b. Demonstrate cooperation and teamwork to promote group effectiveness.	2C.3b.6 Demonstrate cooperation and teamwork to promote group effectiveness.	2C.3b.7 Demonstrate cooperation and teamwork to promote group effectiveness. 2C.3b.7 With support, identify and describe one's contribution in groups as a member and leader.	2C.3b.8 Identify and describe one's contribution in groups as a member and leader.
D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.	2D.3a. Evaluate strategies for preventing and resolving interpersonal problems.	2D.3a.6 Identify strategies for preventing interpersonal problems. 2D.3a.6 Identify strategies for resolving interpersonal problems.	2D.3a.7 With support, evaluate strategies for preventing and resolving personal problems.	2D.3a.8 Evaluate strategies for preventing and resolving interpersonal problems.
	2D.3b. Define unhealthy peer pressure and evaluate strategies for resisting it.	2D.3b.6 Define unhealthy peer pressure.	2D.3b.7 Identify and begin to evaluate strategies for resisting unhealthy peer pressure.	2D.3b.8 Evaluate strategies for resisting unhealthy peer pressure.

Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.				
Learning Standard	Overall Benchmark	Grade 6 Benchmark	Grade 7 Benchmark	Grade 8 Benchmark
A: Consider ethical, safety, and societal factors in making decisions.	3A.3a. Evaluate how honesty, respect, fairness, and compassion enable one to take the needs of others into account when making decisions.	3A.3a.6 Demonstrate honesty, respect, fairness, and compassion. 3A.3a.6 Explain how honesty, respect, fairness, and compassion affect decision making.	3A.3a.7 With support, evaluate how honesty, respect, fairness, and compassion enable one to take the needs of others into account when making decisions.	3A.3a.8 Evaluate how honesty, respect, fairness, and compassion enable one to take the needs of others into account when making decisions.
	3A.3b. Analyze the reasons for school and societal rules.	3A.3b.6 Identify the reasons for school and societal rules.	3A.3b.7 With support, analyze the reasons for school and societal rules.	3A.3b.8 Analyze the reasons for school and societal rules.
B: Apply decision-making skills to deal responsibly with daily academic and social situations.	3B.3a. Analyze how decision-making skills improve study habits and academic performance.	3B.3a.6 Define effective study habits. 3B.3a.6 Understand the connection between effective study habits and academic performance.	3B.3a.7 Identify effective study habits and apply good decision-making skills to improve study habits and academic performance.	3B.3a.8 Analyze how decision-making skills improve study habits and academic performance.
	3B.3b. Evaluate strategies for resisting pressures to engage in unsafe or unethical activities.	3B.3b.6 Identify strategies for resisting pressures to engage in unsafe or unethical activities.	3B.3b.7 With support, evaluate and apply strategies for resisting pressures to engage in unsafe or unethical activities.	3B.3b.8 Evaluate and apply strategies for resisting pressures to engage in unsafe or unethical activities.
C. Contribute to the well-being of one's school and community.	3C.3a. Evaluate one's participation in efforts to address an identified school need.	3C.3a.6 With support, evaluate one's participation in efforts to address an identified school need.	3C.3a.7 With support, evaluate one's participation in efforts to address an identified school need.	3C.3a.8 Evaluate one's participation in efforts to address an identified school need.
	3C.3b. Evaluate one's participation in efforts to address an identified need in one's local community.	3C.3b.6 With support, evaluate one's participation in efforts to address an identified need in one's local community.	3C.3b.7 With support, evaluate one's participation in efforts to address an identified need in one's local community.	3C.3b.8 Evaluate one's participation in efforts to address an identified need in one's local community.

A12.01 Second Step Curriculum Overview

Please see the following link for the scope and sequence

<https://assets.ctfassets.net/98bcvzcrxcl0/2S8vdbCWWsqyIKog8QEYi/955f9abb35995bc9768b599c2ab23052/ms-scope-sequence-ss.pdf>

A12.02 Second Step Trauma Informed practice K-8

Please see the following link for more details

https://app.secondstep.org/portals/0/ss_cpu/cpu_doc/el-8-trauma-informed-practices-second-step.pdf

A12.03 Alignment with CASEL - K-5

Please see the following link for more details <https://www.secondstep.org/alignment-charts>

A12.04 Second Step Study

Please see the following link for more details <https://www.secondstep.org/research>

A12.05 Kinful Overview

The Kinful curriculum aligns with the Collaborative for Academic, Social, and Emotional Learning's (CASEL) five core SEL competencies:

- self-awareness; The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."
- Self-management; The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.
- social awareness; The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.
- Relationship skills; The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.
- responsible decision-making; The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

Please see the following link for more information <https://www.kinful.org/>

A13 School Calendar

AFCU Academy 2021-2022

Academic Year Calendar

1

First and Last Days of School	State Testing
Holidays/Breaks (no school)	NWEA Assessment
School Release at 1:30pm	Expeditions
End of Semester	Teacher workday no school for students
Mailed Report Card	Inclement Weather Days (if Necessary)
Report Card Conf. (1:30pm release)	School Closed: Offices Open
STEP Reading Assessments	All-Staff Vacation Days
Interim Assessment	

2021 JULY						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
2021 OCTOBER						
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31						
2021 JANUARY						
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30	31					
2021 FEBRUARY						
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27	28					
2021 MARCH						
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2021 APRIL						
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2021 MAY						
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29	30	31				
2021 JUNE						
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2021 JULY						
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2021 AUGUST						
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21	22	23	24	25	26	27
28	29	30	31			
2021 SEPTEMBER						
Su	M	Tu	W	Th	F	S
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25	26	27	28	29	30	31

A14 Hours of Operation (Daily Schedule)

SAMPLE STUDENT SCHEDULE

6:00-8:30 prep	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-8:50	Breakfast	Breakfast	Breakfast	Breakfast	breakfast
8:50-9:00	Community meeting	Community meeting	Community meeting	Community meeting	Community meeting
9:00-9:55	ELA	ELA	ELA	ELA	ELA
9:55-10:50	History	History	History	History	History
10:50-11:45	Academic coaching	Advisory	Academic Coaching	Advisory	Academic coaching
11:45-12:15	Lunch	Lunch	Lunch	Lunch	Lunch
12:15-1:10	Math	Math	Math	Math	Math
1:10-2:05	Science	Science	Science	Science	Science
2:05-3:00	PE	PE	PE	PE	PE
3:00-3:55	Career pathway	Career pathway	Career pathway	Career pathway	Career pathway
4:00-6:00	Soccer	Soccer	Soccer	Soccer	Soccer

A15A Marshal Principal Rubric

Principal Evaluation Rubrics

by Kim Marshall – Revised August 21, 2011

Rationale and suggestions for implementation

1. These rubrics are organized around six domains covering all aspects of a principal's job performance:

- A. Diagnosis and Planning
- B. Priority Management and Communication
- C. Curriculum and Data
- D. Supervision, Evaluation, and Professional Development
- E. Discipline and Parent Involvement
- F. Management and External Relations

The rubrics use a four-level rating scale with the following labels:

- 4 – Highly Effective
- 3 – Effective
- 2 – Improvement Necessary
- 1 – Does Not Meet Standards

2. The rubrics are designed to give principals and other school-based administrators an end-of-the-year assessment of where they stand in all performance areas – and detailed guidance for improvement. These rubrics are not checklists for school visits. To knowledgeably fill out the rubrics, a supervisor needs to have been in the school frequently throughout the year; it is irresponsible to fill out the rubrics based on one visit and without ongoing dialogue.

3. The *Effective* level describes solid, expected professional performance; any administrator should be pleased with scores at this level. The *Highly Effective* level is reserved for truly outstanding leadership as described by very demanding criteria; there will be relatively few scores at this level. *Improvement Necessary* indicates that performance has real deficiencies and must improve (although some novice administrators might start here). And performance at the *Does Not Meet Standards* level is clearly unacceptable and will lead to dismissal if it is not improved immediately.

4. To score, read across the four levels of performance for each criterion, find the level that best describes the principal's performance, and circle or highlight it. On each page, this will create a clear graphic display of overall performance, areas for commendation, and areas that need work. Write the overall score at the bottom of each page with brief comments, and then record all the scores and overall comments on the summary page.

5. Evaluation conferences are greatly enhanced if the supervisor and administrator fill out the rubrics in advance and then meet and compare one page at a time. Of course, the supervisor has the final say, but the discussion should aim for consensus based on actual evidence of the most accurate score for each criterion. Supervisors should go into evaluation process with some humility since they can't possibly know everything about an administrator's complex world. Similarly, administrators should be open to feedback from someone with an outside perspective – all revolving around whether the school is producing learning gains for all students. Note that student achievement is not explicitly included in these rubrics, but clearly it's directly linked to school leadership. How student results factor into evaluation is for each district or governing board to decide.

6. Some supervisors sugar-coat criticism and give inflated scores to keep the peace and avoid hurting feelings. This does not help an administrator improve. The kindest thing a supervisor can do for an underperforming administrator is give candid, evidence-based feedback and robust follow-up support. Honest scores for all the administrators in a district can be aggregated into a spreadsheet that can give an overview of leadership development needs (see page 9 for a sample).

A15B AFCLL Academy Performance Summary

Example 6. Teacher performance evaluation report

TEACHER PERFORMANCE EVALUATION			
Name: _____		Date: _____	
Position: _____		Grade(s) taught: _____	
Subjects taught: _____		Hours per week: _____	
Observation dates: _____		Review dates: _____	
Scoring: Please tick an appropriate box for each evaluation item according to the scores below.			
1 PERFORMANCE IN THIS AREA IS UNSATISFACTORY/NOT MEETING STANDARDS			
2 SATISFACTORILY MEETS STANDARDS OF EXPECTATIONS MOST OF THE TIME			
3 SATISFACTORILY MEETS STANDARDS OF EXPECTATIONS ALL OF THE TIME			
A. PLANNING	1	2	3
a. Systematically plans for instruction			
b. Assesses students on course objectives as required.			
c. Provides for instruction of students with exceptional needs			
EVALUATOR COMMENTS: _____			
B. INSTRUCTIONAL TECHNIQUES AND STRATEGIES	1	2	3
a. Selects appropriate lesson objectives for curricular adherence and/or student level			
b. Selects teaching methods and practices strategies appropriate to the accomplishment of the objective			
c. Adjusts teaching techniques to meet the needs of the students			
d. Presents materials clearly			
e. Monitors student progress and understanding throughout the lesson/unit			
EVALUATOR COMMENTS: _____			
C. ADHERENCE TO CURRICULAR OBJECTIVES	1	2	3
a. Adheres to curricular objectives and goals while considering students' individual differences			
b. Uses appropriate instructional materials, as available			
c. Provides for instruction of students with exceptional needs			
EVALUATOR COMMENTS: _____			
D. ESTABLISHMENT AND MAINTENANCE OF A SUITABLE LEARNING ENVIRONMENT	1	2	3
a. Provides an educational environment to reflect subject areas taught; stimulates student achievement			
b. Maintains student discipline and classroom control consistent with school standards			
c. Maintains an orderly and safe physical environment			
EVALUATOR COMMENTS: _____			
E. PROFESSIONAL ACTIVITIES	1	2	3
a. Employs grading practices which are consistent with school and national grade level policies			
b. Provides plans and materials for substitutes			
c. Keeps accurate, timely records and provide requested data from them			
d. Communicates with students, parents, and other personnel in a professional manner			
e. Participates in curriculum review and revision, and school plan development and implementation			
f. Actively supports co-curricular and extra-curricular activities			
g. Assumes responsibilities in accordance with school policies			
EVALUATOR COMMENTS: _____			
EVALUATOR OVERALL COMMENTS: _____		OVERALL RATING: <div style="border: 1px solid black; width: 50px; height: 20px; display: inline-block;"></div>	
Re-Employment recommendation: Retain Retain but must Do not retain Refer to (Circle one choice only) show improvement School Board			
SIGNATURE EVALUATOR _____		DATE _____	
SIGNATURE EVALUATEE _____		DATE _____	
This report has been reviewed and discussed with me in consultation with the evaluator. (An opportunity has been extended to me to append comments regarding this evaluation.) (A SIGNATURE ON THIS FORM DOES NOT NECESSARILY SIGNIFY AGREEMENT WITH THE EVALUATION.)			

1a DEMONSTRATING KNOWLEDGE OF CONTENT AND PEDAGOGY

In order to guide student learning, teachers must have command of the subjects they teach. They must know which concepts and skills are central to a discipline and which are peripheral; they must know how the discipline has evolved into the 21st century, incorporating issues such as global awareness and cultural diversity. Accomplished teachers understand the internal relationships within the disciplines they teach, knowing which concepts and skills are prerequisite to the understanding of others. They are also aware of typical student misconceptions in the discipline and work to dispel them. But knowledge of the content is not sufficient; in advancing student understanding, teachers must be familiar with the particularly pedagogical approaches best suited to each discipline.

The elements of component 1a are:

Knowledge of content and the structure of the discipline

Every discipline has a dominant structure, with smaller components or strands, as well as central concepts and skills.

Knowledge of prerequisite relationships

Some disciplines—for example, mathematics—have important prerequisites; experienced teachers know what these are and how to use them in designing lessons and units.

Knowledge of content-related pedagogy

Different disciplines have “signature pedagogies” that have evolved over time and been found to be most effective in teaching.

Indicators include:

- Lesson and unit plans that reflect important concepts in the discipline
- Lesson and unit plans that accommodate prerequisite relationships among concepts and skills
- Clear and accurate classroom explanations
- Accurate answers to students' questions
- Feedback to students that furthers learning
- Interdisciplinary connections in plans and practice

UNSATISFACTORY • LEVEL 1

In planning and practice, the teacher makes content errors or does not correct errors made by students. The teacher displays little understanding of prerequisite knowledge important to student learning of the content. The teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.

CRITICAL ATTRIBUTES

- The teacher makes content errors.
- The teacher does not consider prerequisite relationships when planning.
- The teacher's plans use inappropriate strategies for the discipline.

POSSIBLE EXAMPLES

- *The teacher says, "The official language of Brazil is Spanish, just like other South American countries."*
- *The teacher says, "I don't understand why the math book has decimals in the same unit as fractions."*
- *The teacher has his students copy dictionary definitions each week to help them learn to spell difficult words.*
- *And others...*

BASIC • LEVEL 2

The teacher is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. The teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. The teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.

- The teacher's understanding of the discipline is rudimentary.
- The teacher's knowledge of prerequisite relationships is inaccurate or incomplete.
- Lesson and unit plans use limited instructional strategies, and some are not suitable to the content.

- *The teacher plans lessons on area and perimeter independently of one another, without linking the concepts together.*
- *The teacher plans to forge ahead with a lesson on addition with regrouping, even though some students have not fully grasped place value.*
- *The teacher always plans the same routine to study spelling: pretest on Monday, copy the words five times each on Tuesday and Wednesday, test on Friday.*
- *And others...*

PROFICIENT • LEVEL 3

The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher demonstrates accurate understanding of prerequisite relationships among topics. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject.

- The teacher can identify important concepts of the discipline and their relationships to one another.
- The teacher provides clear explanations of the content.
- The teacher answers students' questions accurately and provides feedback that furthers their learning.
- Instructional strategies in unit and lesson plans are entirely suitable to the content.

- *The teacher's plan for area and perimeter invites students to determine the shape that will yield the largest area for a given perimeter.*
- *The teacher has realized her students are not sure how to use a protractor, and so she plans to have them practice that skill before introducing the activity on angle measurement.*
- *The teacher plans to expand a unit on civics by having students simulate a court trial.*
- *And others...*

DISTINGUISHED • LEVEL 4

The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions.

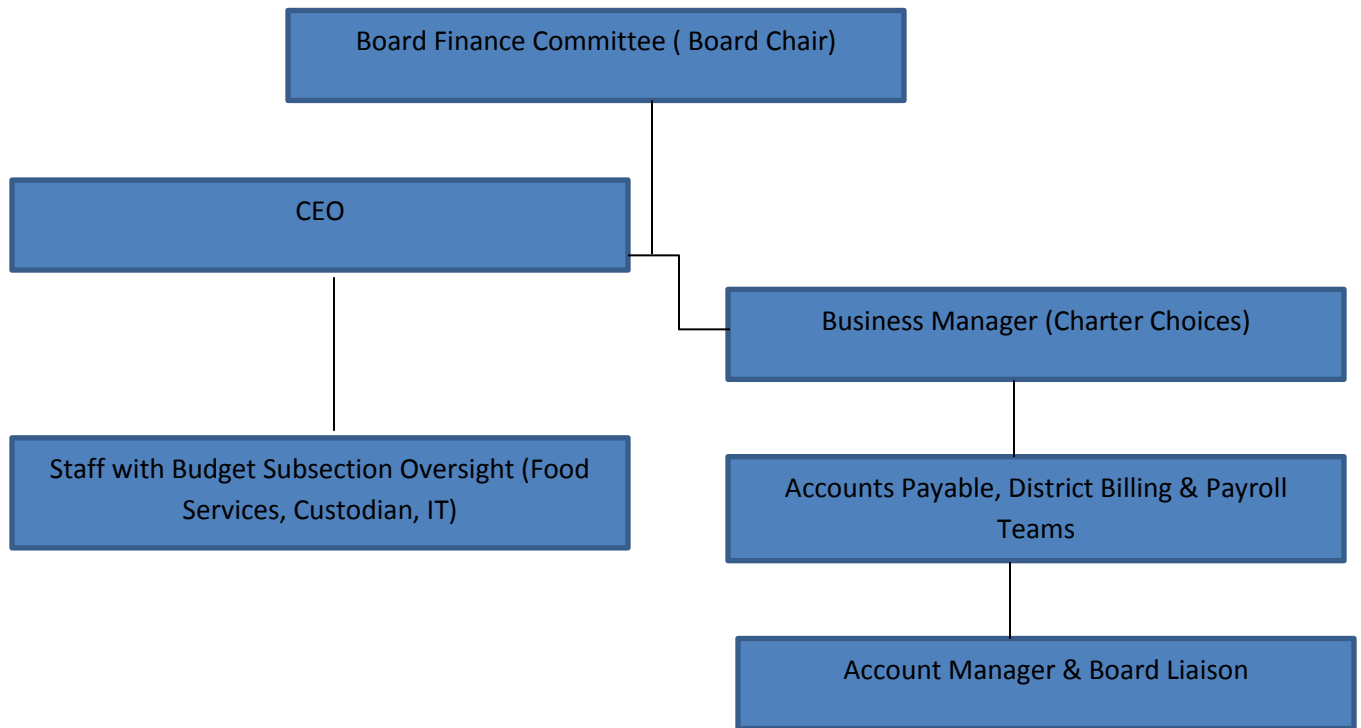
- The teacher cites intra- and interdisciplinary content relationships.
- The teacher's plans demonstrate awareness of possible student misconceptions and how they can be addressed.
- The teacher's plans reflect recent developments in content-related pedagogy.

- *In a unit on 19th-century literature, the teacher incorporates information about the history of the same period.*
- *Before beginning a unit on the solar system, the teacher surveys the students on their beliefs about why it is hotter in the summer than in the winter.*
- *And others...*

A17 Board Financial Policies

Please see the following link [AFCLL Academy Board Financial Policies.pdf](#)

A18 Finance Team Organizational Chart



A19 The Audits

Please see the following link [AFCLL Academy Audit policy.pdf](#)

A20 Board Student Records and FERPA Policies

Please see the following link [AFCLL Academy FERPA Policies.pdf](#)

A21 Board Admissions and Enrollment Policies

No. 201.1**SECTION: PUPILS****TITLE: ENROLLMENT POLICY TO BE ADOPTED: November 2020****Purpose****No. 201.1 Enrollment Policy**

The Board of Directors of AFCLL Academy recognizes that its enrollment policy must reflect current requirements of the Pennsylvania Public School Code and 22 Pa. Code, Chapter 11. Therefore, Charter School, as a public charter school, complies with these enrollment procedures to ensure that both resident and eligible non-residents are promptly enrolled through the policy provisions set forth below.

Entitlement to Education

Every child of school age who is a resident of a Pennsylvania school district is entitled to a public school education. Resident students include those residing with their parent(s) and non-resident students living with a Pennsylvania school district resident who is supporting the child gratis and seeking enrollment. Once the required enrollment documentation described below is provided, Charter School must enroll non-resident children and permit them to attend school. A child should be permitted to attend school on the next school day after the day on which the child is presented for enrollment, and in all cases within five (5) business days of Charter School's receipt of the required documents, if a space exists pursuant to the school's Admission/Lottery Policy.

Required Enrollment Documentation

Except when a child is homeless, whenever a child of school age is presented for enrollment by a parent(s), a Pennsylvania school district resident, or any other person having charge or care of the child, Charter School shall require that the following information be documented before enrolling the child and allowing the child to attend school:

1. Proof of the child's age

Any one of the following constitutes acceptable documentation: birth certificate; Notarized copy of birth certificate; baptismal certificate; copy of the record of baptism – notarized or duly certified and showing the date of birth; notarized statement from the parents or another relative indicating the date of birth; a valid passport; a prior school record indicating the date of birth.

2. Immunizations required by law

Acceptable documentation includes: either the child's immunization record, a written statement from the former school district or from a medical office that the required immunizations have been administered, or that a required series is in progress, or verbal assurances from the former school district or a medical office that the required immunizations have been completed, with records to follow.

3. Proof of residency

Acceptable documentation includes: a mortgage statement, a lease or a current utility bill for residence. While more than one form of residency confirmation may be required, Charter School should be flexible in verifying residency, and should consider what information is reasonable in light of the family's situation. See the paragraph on Homeless Students for guidance in that situation. (Also see attached Residency Affidavit.)

4. Parent Registration Statement

A sworn statement attesting to whether the student has been or is suspended or expelled for offenses involving drugs, alcohol, weapons, infliction of injury or violence on school property must be provided for a student to be admitted to any school entity. Charter School may not deny or delay a child's school enrollment based on the information contained in a disciplinary record or sworn statement. However, Charter School may wait to enroll a student until a current period of expulsion has expired.

5. Home Language Survey

All students seeking first time enrollment in a school shall be given a home language survey in accordance with requirements of the U.S. Department of Education's Office for Civil Rights. Enrollment of the student may not be delayed in order to administer the Home Language Survey.

Documents Which May Be Requested But As a Condition of Enrollment – Items Which May Be Requested

Although Charter School may ask for any of the information below, Charter School may not require it as a condition of enrolling or admitting a child and a child's enrollment or attendance may not be delayed until these documents are provided. Among the documents that Charter School may request are: picture identification, health or physical examination records, academic records, attendance records, Individualized Education Program, and other special

education records. In addition, a school district may not require that a physical examination be conducted as a condition of enrollment.

Registration Form

A registration form, filled out by families for student enrollment, may include the following: name, address, telephone number, name of parent(s) or guardian(s) or resident adult(s) with whom the student is living, emergency contact information, former school information, and other locally required information. Failure to complete this form will not be made a condition of the student's enrollment.

Documentation Required from Other Sources

Charter School is also entitled by law to receive information on an enrolling student from the previous school, public, charter, nonpublic, or private, which the student attended. However, the provision of this information rests with the educational entity and not the family, and so, Charter School, as the receiving educational entity and not the family, and so, Charter School, as the

receiving local educational agency, will not require this information as a precondition to enrollment and will not delay a student's admission for lack of this information.

Student Education Records

Upon enrollment, Charter School contacts the student's former school for a copy of the student's education records. The former school district or charter school, if within this Commonwealth, is required to respond by forwarding the records within 10 business days of the date upon which a student's records are requested by Charter School. School districts shall enroll students within 5 business days regardless of receipt of records from the previous districts.

Disciplinary Records

Whenever a pupil transfers to another Pennsylvania school entity or nonpublic school, a certified copy of the student's disciplinary record shall be transmitted to the school entity or nonpublic school to which the pupil has transferred. The school entity or nonpublic school to which the student has transferred should request the record. The sending school entity or nonpublic school shall have 10 days from receipt of the request to supply a certified copy of the student's disciplinary record. Failure to receive the student's discipline record cannot be used to deny or delay the student's enrollment or school attendance. A school district may not deny

or delay a child's school enrollment based on the information contained in a disciplinary record or sworn statement.

Prohibited Requests – Items Which May Not Be Requested

For both enrollment and also for residency determinations, Charter School will not request or require any of the following: a social security number; the reason for a child's placement if not living with natural parents; a child's or parent's visa; agency records; or, except in the limited circumstances described in the next section, a court order or records relating to a dependency proceeding. A child's right to be admitted to school may not be conditioned on the child's immigration status. Charter School will not inquire as to the immigration status of a student as part of the admissions process.

Student Classifications for Education Entitlement

• Resident Students and Court Orders or Custody Agreement

Charter School may require a parent/guardian to provide a custody or dependency order when the child is being enrolled at Charter School pursuant to parent relying on court order or custody agreement as the basis for enrollment. Charter School will not require a custody order or agreement as a condition of enrollment in any circumstances other than the circumstance specified above.

(See attached Affidavit of Custody)

• Students Living With a Resident Adult other than a Parent

When a child is living with an adult other than a parent, who is supporting the child without personal compensation, (gratis) the child may attend the public schools of that adult's school district, provided that resident makes application and supplies the required enrollment information noted in the section entitled Required Enrollment Documentation. In addition, before accepting the child as a student, Charter School shall require the resident to file **only one** of the following:

1. **A sworn and notarized statement** from the resident of the school district indicating that the signer is a resident of the school district, is supporting the child without receiving personal compensation, that the child is living with the resident continuously and not just for the school year, and that the resident will accept all responsibilities relating to the child's schooling (See Attachment B for a model statement), **or**

2. **Appropriate legal documentation to show dependency or guardianship,**

Which may include a custody order. Charter School may require other information to be

submitted by the resident to substantiate the sworn statement. The natural parent(s) or former guardian(s) of the student may not be required to provide information. Once the requested information is provided, Charter School will enroll the child and permit him or her to begin to attend school without delay, but in no case more than 5 days. (See attached Affidavit of Support), if a space exists pursuant to the school's Admission/Lottery Policy.

A resident's receipt of payments, such as Supplemental Security Income (SSI), Transitional Assistance for Needy Families (TANF), pre-adoptive or adoptive support, maintenance on public or private health insurance, support from the military or military personnel or other payments for or on account of the child such as child support, shall not be deemed to be personal compensation or gain.

- **Foster Children**

While the Public School Code provisions governing nonresident children placed in foster care are not applicable to charter schools pursuant to the Pennsylvania Charter School Law, the Charter School will use such Public School Code provisions for guidance in such situations in conjunction with consultation with the Charter School's legal counsel.

- **Nonresident Children Living in Facilities or Institutions**

A child living in a district in which there is located a licensed shelter, group home, maternity home, residence, facility, orphanage or other institution for the care or training of children or adolescents, shall be admitted to that district's schools if living at or assigned to the facility or institution. If the school district or residence of a child living at or assigned to a facility or institution cannot be determined, but the child is determined to be a resident of the Commonwealth, the child shall be permitted to attend the public schools of the district. This includes a child placed by the child's resident parents or guardians at a facility or institution and subsequently abandoned or deserted.

- **Emancipated Minors**

An emancipated minor is a student under the age of 21 who has established a domicile apart from the continued control and support of parents or guardians or who is living with a spouse. The school district in which this student is living is his or her resident school district and the student may enroll at Charter School without any additional assistance from an adult.

- **Homeless**

Charter School will ensure that each child of a homeless individual and each homeless youth have equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youth. Homeless students may reside in shelters, hotels, motels, cars, tents or be temporarily doubled-up with a resident family because of lack

of housing. In the case of homeless students, traditional concepts of “residence” and “domicile” do not apply. Homeless children and youth lack a fixed, regular, and adequate nighttime residence. Included within the definition of homeless children and youth are those who are “awaiting foster care placement” and “unaccompanied homeless youth.” Unaccompanied homeless youth may enroll without documents and without the help of an adult.

Unaccompanied homeless youth includes any child who is “not in the physical custody of a parent or guardian.” Falling within this definition are students who have run away from home, been thrown out of their home, or been abandoned or separated from their parents or guardians. Youth awaiting foster care placement include those who are placed in

emergency, interim or respite foster care; kinship care; evaluation or diagnostic centers or placements for the sole purpose of evaluation. When necessary, Charter School administration will consult with the respective county children and youth agencies to determine if a child meets the definition of “awaiting foster care placement”, including, on a case-by-case basis, whether a child who does not clearly fall into one of these categories is nevertheless a child “awaiting foster care placement”.

Homeless youth are entitled to immediate enrollments, if a space exists pursuant to the Admissions/Lottery Policy and their families are not required to prove residency regarding school enrollment. These students are not considered residents of the district where they are presently residing, or continue their education in the district of prior attendance.

- **Pre-Adoptive and Adoptive Students**

The Federal Adoption Assistance Program, among other things, provides for adoption assistance payments to encourage the placement of certain hard-to-place children with adoptive parents. Pennsylvania has adopted companion legislation, known as the Adoption Opportunities Act. Children living with pre-adoptive parents who are receiving adoption assistance subsidies, pre-adoptive foster parents, or other payments such as Supplemental Security Income (SSI) or Transitional Assistance for Needy Families (TANF), are entitled to attend school in the school district in which the pre-adoptive parents reside. Notwithstanding receipt of any of the above payments, children living in pre-adoptive situations are considered residents of the school district in which their pre-adoptive parents reside. Children living with adoptive parents are entitled to all free school privileges accorded to resident school children of the respective school district.

- **School-Age Children of Military Personnel**

When Pennsylvania residents who are military personnel are deployed and their school age children are living with relatives or family friends in a school district for that period of time, the students are entitled to attend school in the school district in which they are residing.

Other Issues Related To Enrollment

- **Age**

Children are considered school age from the time they are admitted to the public school educational program until graduation from high school or the age of 21 if identified pursuant to the Individuals with Disabilities Education Act of 2004. Charter School will not refuse admission to a child who meets the age requirement. Students who turn 21 during the school term are entitled to finish that school term. If a student is under age 21 and has a Graduation Equivalency Diploma (“GED”), the student can enroll in school and work towards a diploma. For subsidy purposes, students who reach age 21 after the school term begins are eligible to be counted for the entire school term. The Department of Education will accept requests to allow students to be counted in membership for subsidy purposes for an extended school program beyond age 21 if the request includes a hearing officer decision or court order.

- **Children and Families with Limited English Proficiency**

Children and families with limited English proficiency will be provided translation and interpretation services to the extent needed to help the family understand the enrollment process and enroll the student in school promptly per applicable federal law.

- **Twins and Multiple Siblings**

While the Public School Code provision governing twins and multiple siblings is not applicable to charter schools pursuant to the Pennsylvania Charter Schools Law, the Charter

School will use the Public School Code provision for guidance in such situations in conjunction with consultation with the Charter School’s legal counsel.

Submitting Enrollment Complaints to the Department Of Education

When a dispute arises regarding enrollment of a student, the person attempting to enroll the child or Charter School may bring the dispute to the attention of the Department’s School Services Unit. A complaint may be filed by mail, email or by phone with written follow up. After receipt of a complaint, a Department representative will contact Charter School, family or other involved parties to determine the facts, whether the child is entitled to enrollment at Charter School and try to resolve the problem. These contracts, whenever possible, will occur within five (5) days of receipt of the complaint. If the complaint is not amicably resolved, a written determination will be made and sent to Charter School and the individual who filed the complaint.

If Charter School does not enroll the student within five (5) school days after receiving the written determination and space exists pursuant to the school’s Admission/Lottery Policy, the Department will issue a letter to Charter School requesting its position on the situation. Charter

School will have five (5) school days to respond to the request. If Charter School refuses to enroll the student or does not respond, the matter will be forwarded to the Department's Office of Chief Counsel (OCC). The OCC and the Deputy Secretary for Elementary/Secondary Education will determine if Charter School's response is valid to deny enrollment. If not, the Deputy Secretary will determine what additional measures may be necessary to assure enrollment.

Written Policies

Charter School's written policy on student admission is a public record and will be posted to the school's website.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE SCHOOL'S CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL.

Adopted this _____ day of November, 2020

Brian Ombiji Chief Executive Officer

Secretary

A22 Enrollment Application

AFCLL Academy Enrollment Application Form

[Begin Application](#)

Thank you for your interest in the **AFCLL Academy Lottery Application**. On this page you will find a few instructions to get you started with the application.

Before beginning the application, we ask that you read our requirements and policies.

Please fill out this application form completely. Falsifications, misrepresentations, or omissions may disqualify your application. Information you supply will not be given to any other person/company for any purpose. Applications received unsigned, incomplete, or after the closing date may not be considered for acceptance. All documents submitted will become property of York Academy.

School Year

i.1 *School Year Applying For:

2020-2021



Requirements & Policies

i.2 *I have read and agree to the requirements and policies

☐

I Agree

The AFCLL Academy Office would like to assure all applicants that the information gathered on this application is kept confidential, and will not be shared with anyone outside our office.

TIPS:

You can save what you have already entered and return at a later time to complete the application by clicking the "Save and Exit" button.

If you need to go back to any step, use the navigation bar to the left, or the "« Back" button at the bottom of the screen.

Application Progress

1. Student Information

2. Guardian Information

3. Siblings

4. Parent Assurances

5. Signatures

6. Review & Send

7. Complete

Student Information

To begin the application process, please provide us with information about the student.

1.1 ***First**
Name:

1.2 **Middle**
Name:

1.3 ***Last**
Name:

1.4 ***Birthdate:**

1.5 **Gender:** ☐ Male
 ☒ Female

1.6	*School	
	District of	<input type="text" value="Lancaster"/>
	Residence:	
1.7	*Grade	
	Applying:	<input type="text" value="8"/>
1.8	*2019-	
	2020	<input type="text"/>
	School:	
1.9	2019-2020	
	Grade:	<input type="text" value="Choose One"/>
1.10	*Home	
	Address:	<input type="text"/>
1.11	Apt / Bldg:	<input type="text"/>
1.12	*City:	<input type="text"/>
1.13	*State:	<input type="text" value="Pennsylvania"/>
1.14	*Zip Code:	<input type="text"/>

Guardian Information

We will now need to collect information the applicant's guardian(s). Please complete the form below to continue.

2.1 ***With whom does the applicant live?**

- ☐ Both Parents
- ☐ Mother Only
- ☐ Father Only
- ☐ Mother & Step Parent
- ☐ Father & Step Parent
- ☐ Legal Guardian

Guardian #1

2.2 *First Name: Zlatan

2.3 *Last Name: Ibrahimovic

2.4 *Relation: Father

2.5 *Address: Duke st

2.6 Address 2:

2.7 *City: Lancaster

2.8 *State: Pennsylvania

2.9 *Zip: 17602

2.10 *Preferred Contact Number

	<input checked="" type="radio"/> Home	
	<input type="radio"/> Mobile	
	<input type="radio"/> Daytime	
2.11	Home	
	Phone:	<input type="text"/>
2.12	Mobile	
	Phone:	<input type="text"/>
2.13	Day Time	
	Phone:	<input type="text"/>
2.14	*Email:	

Siblings

Please read this important information before proceeding:

If your student has a sibling currently attending AFCLL Academy please provide that sibling's information within question 4.1 Siblings **CURRENTLY ATTENDING** within this step.

If your student has a sibling applying to AFCLL Academy for the same school year please provide that sibling's information within question 4.3 Siblings **APPLYING** within this step.

If you are applying for more than one student, you must fill out a separate application for each student and indicate all of the siblings applying to the same school year for each student. Each student must have his / her own application.

4.1 Does the applicant have a brother/sister currently attending this school?

☐ Yes ☒ No

4.3 Is there a sibling also applying on a separate application for this school?

☐ Yes ☒ No

Parent Assurances

5.1 *Please select to indicate you have read and acknowledge the below statements:

- ☐ AFCLL Academy is committed to ensuring that all students who matriculate through our school are well prepared for the rigor of the Programme and successful entry into high school and the university of their choice. To achieve these goals, our students must demonstrate mastery of grade level standards in order to be promoted to the next grade level. We do not practice social promotion.
- ☐ AFCLL Academy provides a continuum of services for students with disabilities in compliance with all applicable federal and state laws. Because of space and staffing limitations, students requiring specific alternative placements may be educated off-site. To the maximum extent appropriate, students with disabilities are educated with non-disabled peers regardless of the placement location.

Signatures

Parent(s)/Guardian(s):

I, the undersigned, hereby certify that, to the best of my knowledge and belief, the answers to the foregoing questions and statements made by me in this application are complete and

accurate. I understand that submitting false residency information is a Class A misdemeanor. I understand providing false disciplinary information on this application is a Class B misdemeanor. I understand that AFCLL Academy is not responsible for errors made by me on this application (such as grade, birth date, schools selected and/or incorrect school year application.) I understand that any false information, omissions, or misrepresentations of facts may result in rejection of this application or future dismissal of the applicant.

I give permission to the current school my child is attending to release any information needed to complete the processing of this application. I do understand that once enrolled, student records will be sent to the new school district.

6.1 *Parent's

Initials:

Date: 04/10/2021

A23 Parent/Guardian Petition

A24 Letters of Support

AFCLL will be collecting official letters of support during the month of August 2020 from all its partners.

A24.01 LOS -

A24.02 LOS -

A24.03 LOS -

A24.04 LOS -

A24.05 LOS -

A24.06 LOS -

A24.07 LOS -

A24.08 LOS -

A24.09 LOS -

A24.10 LOS -

A24.11 LOS -

A24.12 LOS -

A24.13 LOS -

A25 Board Employment and Clearance Policy Please see the following link [AFCLL ACADEMY REQUIRED CLEARANCES.pdf](#)

A26 Board Parent Engagement Policy

Please see page 267-268 in the following link

[AFCLL Academy Board Policies July 2020.pdf](#)

A27 Sample School-Parent Compact

Please see the following link

[AFCLL ACADEMY SCHOOL-PARENT COMPACT.pdf](#)

A28 Board Complaint Policy

SECTION II – NEEDS ASSESSMENT

B29 Letter of Introduction [AFCLL ACADEMY LETTER OF INTRODUCTION.pdf](#)

B30 Town Hall Flyer [AFCLL Academy Charter Schools powerpoint presentation updated feb 11 2020.pdf](#)

SECTION III - DESCRIPTION OF FOUNDING MANAGEMNT TEAM

C31 Founding Coalition Resumes Please see the following link

[AFCLL ACADEMY FOUNDING COALITION RESUMES.pdf](#)

C32 Management Agreement

C33 AFCLL Academy Bylaws [BYLAWS OF AFCLL ACADEMY .pdf](#)

C34 AFCLL Academy Board Policies

Please see the following link [AFCLL Academy Board Policies July 2020.pdf](#)

C35 Board Member Resumes

AFCLL Academy is still in the initial stages of forming its board. We are planning to have the board members solidified by November 2020

SECTION IV – FINANCE AND FACILITY

D36 AFCLL Academy 5-Year Budget

AFCLL Academy					
	2021	2022	2023	2024	2025
Revenues					
Local					
Per pupil funding - regular education	\$ 757,351	\$ 757,351	\$ 780,072	\$ 1,124,864	\$ 1,324,125
Per pupil funding - special education	\$ 609,670	\$ 609,670	\$ 627,960	\$ 905,518	\$ 1,065,924
Total local funding	\$ 1,367,021	\$ 1,367,021	\$ 1,408,032	\$ 2,030,382	\$ 2,390,049
State					
Social security reimbursement					
Start-up Grant					
Facilities Grant	\$ 14,000	\$ 14,000	\$ 14,000	\$ 19,600	\$ 22,400
total state funding	\$ 14,000	\$ 14,000	\$ 14,000	\$ 19,600	\$ 22,400
Federal					
Title I	\$ 29,250	\$ 30,128	\$ 31,031	\$ 44,747	\$ 52,674
Title II	\$ 3,250	\$ 3,348	\$ 3,448	\$ 4,972	\$ 5,853
Federal Lunch Program	\$ 70,000	\$ 72,100	\$ 74,263	\$ 107,087	\$ 126,057
IDEA pass-through		\$ 12,669	\$ 13,049	\$ 13,441	\$ 19,381
Total federal funding	\$ 102,500	\$ 118,244	\$ 121,791	\$ 170,247	\$ 203,965
Other					
private contributions					
student activity					
Total Revenues	\$ 1,483,521	\$ 1,499,265	\$ 1,543,823	\$ 2,220,229	\$ 2,616,414
Expenditures					
personnel expenses	1,226,510	1,764,487	2,024,686	2,216,121	2,418,733
contracted services	190,600	210,466	222,981	262,510	290,217
student activities	15,000	15,450	15,914	22,947	27,012
insurance	29,451	29,498	29,631	31,661	32,849
consumable supplies	18,000	18,540	19,096	27,537	32,415
travel, telephone, printing	27,830	31,271	36,235	40,087	44,137
books/instructional aids	32,500	33,475	34,479	49,719	58,526
equipment	59,000	14,420	15,648	60,646	37,142
site costs	424,000	436,720	449,822	594,443	612,277
Total Expenditures	\$ 2,022,890	\$ 2,554,327	\$ 2,848,492	\$ 3,305,671	\$ 3,553,309
Net change in fund balance	\$ (539,369)	\$ (1,055,061)	\$ (1,304,669)	\$ (1,085,442)	\$ (936,895)
Beginning fund balance	\$ -	\$ (539,369)	\$ (1,594,431)	\$ (2,899,100)	\$ (3,984,542)
Ending fund balance	\$ (539,369)	\$ (1,594,431)	\$ (2,899,100)	\$ (3,984,542)	\$ (4,921,437)

D37 Financial Procedures Policy

Please see the following link

[AFCLL Academy Board Financial Policies.pdf](#)

D38 Intent to Lease TBD

D39 Facility Design Plans TBD

D39.01 street of school Road TBD

D39.02 facility Layout TBD

D40 Commercial Insurance Broker Letter TBD

D41 Medical Benefits Broker Letter TBD

D42 Enrollment and Attendance Policies

Please see the following link

[AFCLL Academy Attendance policy.pdf](#)

[AFCLL Academy Admission and Enrollment of Students.pdf](#)

SECTION IV – IMPLEMENTATION AND ADMINISTRATION

E43 Pre-Enrollment Form Please see A24

E44 Enrollment Notification Form [Enrollment Notification Form.pdf](#)

E45 Retirement Benefits overview

Please see the following link,

[AFCLL ACADEMY RETIREMENT POLICY to be adopted November 2020.pdf](#)

E46 Employee Handbook

Please see the following link [AFCLL ACADEMY EMPLOYEE HANDBOOK.pdf](#)

E47 Board Personnel Policies

Please see the following link page 114-159

[AFCLL Academy Board Policies July 2020.pdf](#)

E48 Required Criminal Background Clearance

Please see the following links [1](#) [2](#) [3](#) [AFCLL ACADEMY REQUIRED CLEARANCES.pdf](#)

E49 Required Child Abuse Clearance

Please see the following links [1](#) [2](#) [3](#) [AFCLL ACADEMY REQUIRED CLEARANCES.pdf](#)

E50 Code of Conduct

Please see the following link

[AFCLL Academy Student Code of Conduct 21-22.pdf](#)

E51 Board Expulsion and Suspension Policies

Please see pages 98-102 in the following link

[AFCLL Academy Board Policies July 2020.pdf](#)

E52 Board Attendance and Truancy Policies

Please see pages 56-60 in the following link

[AFCLL Academy Board Policies July 2020.pdf](#)

E53 Letter of Intent, Transportation

AFCLL Academy is in communication with Executive Coach

E54 Letter of Intent, Food Service

AFCLL Academy is in communication with Lintons Food Service Management

E55 Safety Plan

AFCLL Board will finalize the safety plan once we secure the facility

E56 Letter of Intent, Nursing Services

AFCLL Academy will be looking to hire a nurse with the following qualities;

Qualifications • Licensed Professional Nurse in PA. • B.S.N. required • PA Certification as Education Specialist (K-12 School Nurse). • Valid CPR/First Aid Certification. • Background/experience in pediatric nursing, community health nursing and/or critical care nursing preferred. • Ability to communicate and work with children, families and staff in

nonjudgmental manner. • Other qualifications to the above that the Board may find acceptable and appropriate.