

KIPP West Philadelphia CS

Charter School Plan

07/01/2022 - 06/30/2025

Charter School Profile

Demographics

5070 Parkside Ave
Philadelphia, PA 19131-
267-787-5700

Federal Accountability Designation:	none
Schoolwide Status:	Yes
CEO:	Diana Filo
Date of Local Chartering School Board/PDE Approval:	5/21/2015
Length of Charter:	3 years
Opening Date:	8/17/2016
Grade Level:	K-2 (will grow to K-4)
Hours of Operation:	8AM - 4 PM
Percentage of Certified Staff:	75.00 %
Total Instructional Staff:	21
Student/Teacher Ratio:	13:1
Student Waiting List:	449
Attendance Rate/Percentage:	95.00 %
Enrollment:	300
Per Pupil Subsidy:	13,000 blended regular and special ed
Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:	89.00 %
Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December:	43

Student Profile

Group	Student Count
American Indian/Alaskan Native	0.00
Asian/Pacific Islander	1.00
Black (Non-Hispanic)	291.00
Hispanic	1.00
White (Non-Hispanic)	0.00
Multicultural	3.00

Instructional Days and Hours

Number Of	K (AM)	K (PM)	K (FT)	Elementary	Middle	Secondary
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Instructional Days	0.00	0.00	186.00	186.00	0.00	0.00
Instructional Hours	0.00	0.00	1350.00	1350.00	0.00	0.00

Planning Process

The Strategic Planning Committee will meet once a month, every third Wednesday, at the school. All members of the committee will be present. We are hoping to meet each month to continue to discuss our progress and check in on the work that we are doing. We would like to have all goals accomplished by May so that we can continue to plan for successful years to come. Ms. Filo, the School Leader, will be responsible for setting forth the vision and goals for the school year. Marissa Koerbler will be responsible for gathering the data for all of our learners. Ms. Filo will communicate the implementation at the teacher level. We will communicate with each other on an as needed basis. We will also have a mid-year check in with our board chair to make sure we are on track to meet our goals. At the end of the year, we will present the information to all appropriate stakeholders.

Mission Statement

The mission of KIPP West Philadelphia Elementary Academy is to cultivate the intellect, character, skills, and habits of our students so that they can become empowered leaders who choose their own futures while leaving the world better than they found it.

Vision Statement

Our vision is to achieve our mission at a critical mass – thereby reinvigorating public education in this city through the performance of our students and schools and the leadership of our educators.

Shared Values

Every staff member, parent/guardian and student shares the following values:

Value	Description
Student Focused	<p>We keep what is best for students at the center of our decision-making, and we never forget that the success of our students is why we are here. We do what's right for kids, always. Leader:</p> <ul style="list-style-type: none"> - Makes decisions that puts student needs ahead of their own.
Ownership & Accountability	<p>As adults we take full responsibility to ensure our students have access to an excellent education – always avoiding excuses and blame. We own the outcomes in our classrooms and schools. Leader:</p> <ul style="list-style-type: none"> - Is solutions oriented in communication and approach. - Reflects upon the root cause to problems and takes steps to fix it. - Holds self and others accountable to following through and meeting expectations. - Owns outcomes in all parts and aspects of the school including teacher and staff performance.
Growth Mindset	<p>We believe that both our, our teachers' and our students' intelligence can be developed, and we focus on improvement instead of how smart we are. We work hard to learn more and gain knowledge, and ensure our students do the same. Leader:</p> <ul style="list-style-type: none"> - Communicates a belief in student potential to students, colleagues and families. - Asks for help early and often, seeks feedback, and implements feedback swiftly. - Takes advantage of learning experiences in and out of KPS.
Team and Family	<p>We treat colleagues, teachers, students and families as people first and work to make them feel known, loved and valued. We teach in a region, schools and communities, not just in classrooms. Leader:</p> <ul style="list-style-type: none"> - Intentionally seeks to know others and let others know them. - Engages in genuine conversations with colleagues and families even when difficult. - Notices and intentionally takes advantage of opportunities to strengthen

	<p>relationships.</p> <ul style="list-style-type: none"> - Anticipates and identifies problems in relationships and generates multiple approaches to addressing them.
Cultural Competence	<p>We seek understanding of and honor the vast similarities and differences of student culture, staff culture, social contexts, and communities we serve. Leader:</p> <ul style="list-style-type: none"> - Expresses and maintains optimism about the strengths of our students, families, schools, staff, and self. - Considers cultural connections and differences between him/herself, students, families and colleagues when communicating in general, as well as when planning and executing lessons. - Labels personal biases and seeks to overcome them. - Considers different perspectives and styles in management and coaching.
Effective Communication	<p>We communicate openly, honestly, directly and professionally. Leader:</p> <ul style="list-style-type: none"> - Actively listens to others, always assuming the best in intentions. - Responds to students and adults with positive, respectful tone, clarity and enthusiasm, always avoiding sarcasm. - Writes clearly and concisely with appropriate grammar, vocabulary and tone. - Consistently reads and responds to communication in the expected timelines. - Proactively and frequently communicates praise, feedback, and concerns directly to teachers, students, families and colleagues.
Professionalism	<p>We always model the professional standards defined by the school and region. Leader:</p> <ul style="list-style-type: none"> - Meets deadlines, timeliness, professional attire and attendance expectations. - Keeps commitments made to teachers, students, families and colleagues. - Maintains organized systems for management, documents and communication. - Projects calm, confidence, flexibility, resilience and emotional stability as a model for others.

Beyond Z	<p>We know that atypical results require atypical effort. We are not limited by conventions and we ask ourselves ‘what will it take?’ Leader:</p> <ul style="list-style-type: none"> - Finds creative ways to support students and ensure outcomes. - Demonstrates grit – Models resilience and stamina when confronting challenges. - Always find a way or makes one, doing more with less.
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Educational Community

KIPP West Philadelphia Elementary Academy is a public charter school that opened in West Philadelphia in 2016. As part of the KIPP network of high-performing college-preparatory schools, KWPEA is a free, open-enrollment public charter school that currently serves 300 K - 2nd grade students. KIPP West Philadelphia Elementary Academy students spend more time on task, attending school from 7:30am to 4:00pm during the week, for four hours on selected Saturdays and for two weeks during the summer. All of these hours are focused on improving the academic, intellectual, and character skills of each student. Each day students benefit from enrichment courses to reinforce their literacy and mathematic skills.

Going the extra mile is the norm at KIPP. Students get a glimpse of the year of hard work that lies ahead prior to school opening. Every KIPP student receives at least one home visit from the school's staff and/or the School Leader prior to the beginning of the school year. The mission, rules and procedures of KIPP West Philadelphia Elementary Academy are explained to the student and his/her parents or legal guardian. These personal visits breathe life into the school's value system and serve as the family's first example of staff dedication.

KIPP West Philadelphia Elementary Academy does not pretend that there is anything magical about its model. KIPP has achieved unprecedented success without claims to innovative curriculum or cutting-edge teaching techniques based on new research. The curricular models we use are currently being used by thousands of schools across the nation. KIPP's approach is groundbreaking because it is so basic. Simply put, all staff members at KIPP West Philadelphia Elementary Academy make a commitment to do whatever it takes to ensure that all of its students graduate with the knowledge, skills and character needed to succeed in top-quality high schools, colleges and the competitive world beyond.

Board of Trustees

Name	Office	Address	Phone	Email
Ann Aerts	Member	5070 Parkside	215-294-8596	info@kippphilade

		Avenue		lphia.org
Natasha Boston	Member	5070 Parkside Avenue	215-294-8596	info@kippphiladelphi.org
Steve Casper	President	5070 Parkside Avenue	215-294-8596	info@kippphiladelphi.org
Jerry Davidse	Member	5070 Parkside Avenue	215-294-8596	info@kippphiladelphi.org
Alisa Field	Secretary	5070 Parkside Avenue	215-294-8596	info@kippphiladelphi.org
David Reuter	Member	5070 Parkside Avenue	215-294-8596	info@kippphiladelphi.org
Nancy Scharff	Member	5070 Parkside Avenue	215-294-8596	info@kippphiladelphi.org
Wydia Simmons	Member	5070 Parkside Avenue	215-294-8596	info@kippphiladelphi.org
Samuel Whitaker	Treasurer	5070 Parkside Avenue	215-294-8596	info@kippphiladelphi.org
Samantha Wilson	Vice President	5070 Parkside Avenue	215-294-8596	info@kippphiladelphi.org

Board of Trustees Professional Development

In March, we held a day-long Board retreat for all board members, where we discussed our school growth plan and how KIPP would continue to work toward maximum impact in Philadelphia given external constraints to growth. Finally, in onboarding new members, we provide education on the charter school law, the sunshine law, board fiscal and legal responsibilities. We also spent time discussing KIPP's progress against our benchmarks of academic achievement, college degree attainment and expansion to serve more children. In past years, we have brought in outside consultants to support the board in areas of governance as well as fundraising responsibilities. We will do this again as necessary/relevant.

Governance and Management

Coordination is handled through the KIPP Philadelphia Schools CEO, Jessica Cunningham Akoto. Ms. Akoto attends all committee meetings and Board meetings in order to present updates on the daily operations in the school. This is done so that both the school administration and the Board of Trustees are constantly informed on each group's most recent activity. The board is divided into subcommittees. Each subcommittee has a chair and a KIPP Staff member supporting it to increase coordination between the Board and the school.

Student Enrollment

In accordance with federal laws, no student will be denied admission to KWPEA based on race, ethnicity, national origin, gender, or disability. New students will be admitted each year without regard to prior measures of achievement or aptitude, athletic ability, disability, ethnicity, race, creed, gender, national origin, religion, or ancestry. Enrollment Period and Admissions Lottery Formal recruitment of incoming students begins each January for the following school year. All grades are subject to the same enrollment and lottery process. KWPEA staff advertises open registration to students residing within the Philadelphia city limits. Interested families may submit applications beginning February 1 until the first business day in April through our website (www.kippphiladelphia.org) by emailing us a paper enrollment form, faxing in their enrollment form or dropping one off at one of the schools. If the number of applicants to KWPEA exceeds capacity, a random selection process conducted by an individual unaffiliated with KIPP will be used to assign spaces. This lottery will be held during the first couple weeks of April of each year. Preference is given to returning students, who will automatically be assigned a space within the school. Charter law also states that preference may be given to siblings of students presently enrolled. For definition purposes, "siblings" are two or more children that are related either by 1) birth, by means of the same father or mother, or by 2) legal adoption. Charter law states that a child of a parent who actively participated in the school's development may be given preference. We interpret founder preference to include all children of staff, members of the Board, and children of alumni (8th grade promoters). A maximum of five (5) children of alumni will be given preference in any given year to the charter of which his/her parent was a student. The order in which our enrollment preferences will be applied is as follows: KWPEA first may fill open enrollment slots with students having sibling or founder preferences, as applicable. If enrollment slots are still available after admitting (i) students having sibling or founder preferences, KWPEA shall fill the remaining slots on a random basis in accordance with Section 17-1723-A. All other provisions of Section 17-1723-A and the Public School Code shall remain in force, and KWPEA may not exclude children on any basis other than that set forth in this paragraph. In the event that a lottery process is necessary to determine enrollment, names will continue to be drawn until after all available spaces have been filled in order to form a priority-ranked enrollment waiting list (see above for priority ranking). This waiting list will be the only official, legal document identifying the names of students that have submitted applications to KWPEA. If openings arise in the student body, students will be contacted off the list in the order that they were placed upon it, until all spaces that the school wishes to fill are filled. Waitlist preferences are also applied to siblings of accepted students. If two or more siblings apply to KWPEA and one student is accepted his/her sibling's waitlist position is increased. This lottery must be observed or conducted by an outside third party. Both the School Leader and the Director of Operations should be present for the lottery, and both parties are equally responsible for ensuring all applicants are accounted for throughout the process. Students who meet certain criteria (as stated in the preferences above) are exempted from this lottery. These students are then enrolled in their grade, thus lowering the target number for that grade. All other students who have enrolled in the grade for

Amanda Majcher	Middle School Teacher - Special Education
Amanda Majcher	Elementary School Teacher - Special Education
Hannah O'Sullivan	Elementary School Teacher - Regular Education
Hannah O'Sullivan	High School Teacher - Regular Education
Hannah O'Sullivan	Middle School Teacher - Regular Education
Wydia Simmons	Parent
Juliette Szczepaniak	Ed Specialist - Other
Natalie Wilthshire	Parent
Mariel Ziegler	Administrator

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Developing	Developing
Civics and Government	Accomplished	Accomplished
PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Accomplished	Accomplished
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Developing	Developing
Environment and Ecology	Accomplished	Accomplished
Family and Consumer Sciences	Developing	Developing
Geography	Accomplished	Accomplished
Health, Safety and Physical Education	Accomplished	Accomplished
History	Accomplished	Accomplished
Science and Technology and Engineering Education	Accomplished	Accomplished
Alternate Academic Content Standards for Math	Accomplished	Accomplished
Alternate Academic Content Standards for Reading	Accomplished	Accomplished
American School Counselor Association for Students	Accomplished	Accomplished
Early Childhood Education: Infant-Toddler→Second Grade	Accomplished	Accomplished
English Language Proficiency	Not answered	Developing
Interpersonal Skills	Developing	Accomplished
School Climate	Accomplished	Accomplished

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

This narrative is empty.

Elementary Education-Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Non Existent	Non Existent
Career Education and Work	Non Existent	Non Existent
Civics and Government	Non Existent	Non Existent
PA Core Standards: English Language Arts	Non Existent	Non Existent
PA Core Standards: Literacy in History/Social Studies,	Non Existent	Non Existent

Science and Technical Subjects		
PA Core Standards: Mathematics	Non Existent	Non Existent
Economics	Non Existent	Non Existent
Environment and Ecology	Non Existent	Non Existent
Family and Consumer Sciences	Non Existent	Non Existent
Geography	Non Existent	Non Existent
Health, Safety and Physical Education	Non Existent	Non Existent
History	Non Existent	Non Existent
Science and Technology and Engineering Education	Non Existent	Non Existent
Alternate Academic Content Standards for Math	Non Existent	Non Existent
Alternate Academic Content Standards for Reading	Non Existent	Non Existent
American School Counselor Association for Students	Non Existent	Non Existent
English Language Proficiency	Non Existent	Non Existent
Interpersonal Skills	Non Existent	Non Existent
School Climate	Non Existent	Non Existent

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

KWPEA only serves grades K-2.

Middle Level

Standards	Mapping	Alignment
Arts and Humanities	Non Existent	Non Existent
Career Education and Work	Non Existent	Non Existent
Civics and Government	Non Existent	Non Existent
PA Core Standards: English Language Arts	Non Existent	Non Existent
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Non Existent	Non Existent
PA Core Standards: Mathematics	Non Existent	Non Existent
Economics	Non Existent	Non Existent
Environment and Ecology	Non Existent	Non Existent
Family and Consumer Sciences	Non Existent	Non Existent
Geography	Non Existent	Non Existent
Health, Safety and Physical Education	Non Existent	Non Existent
History	Non Existent	Non Existent
Science and Technology and Engineering Education	Non Existent	Non Existent
Alternate Academic Content Standards for Math	Non Existent	Non Existent
Alternate Academic Content Standards for Reading	Non Existent	Non Existent
American School Counselor Association for Students	Non Existent	Non Existent
English Language Proficiency	Non Existent	Non Existent
Interpersonal Skills	Non Existent	Non Existent
School Climate	Non Existent	Non Existent
World Language	Non Existent	Non Existent

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

KWPEA only serves grades K-2.

High School Level

Standards	Mapping	Alignment
Arts and Humanities	Non Existent	Non Existent
Career Education and Work	Non Existent	Non Existent
Civics and Government	Non Existent	Non Existent
PA Core Standards: English Language Arts	Non Existent	Non Existent
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Non Existent	Non Existent
PA Core Standards: Mathematics	Non Existent	Non Existent
Economics	Non Existent	Non Existent
Environment and Ecology	Non Existent	Non Existent
Family and Consumer Sciences	Non Existent	Non Existent
Geography	Non Existent	Non Existent
Health, Safety and Physical Education	Non Existent	Non Existent
History	Non Existent	Non Existent
Science and Technology and Engineering Education	Non Existent	Non Existent
Alternate Academic Content Standards for Math	Non Existent	Non Existent
Alternate Academic Content Standards for Reading	Non Existent	Non Existent
American School Counselor Association for Students	Non Existent	Non Existent
English Language Proficiency	Non Existent	Non Existent
Interpersonal Skills	Non Existent	Non Existent
School Climate	Non Existent	Non Existent
World Language	Non Existent	Non Existent

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

KWPEA only serves grades K-2.

Adaptations

Elementary Education-Primary Level

Checked answers

None.

Unchecked answers

None.

Elementary Education-Intermediate Level

Checked answers

None.

Unchecked answers

None.

Middle Level

Checked answers

None.

Unchecked answers

None.

High School Level

Checked answers

None.

Unchecked answers

None.

Explanation for any standards checked:

This narrative is empty.

Curriculum

Planned Instruction

Elementary Education-Primary Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Accomplished
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Accomplished

Processes used to ensure Accomplishment:

Teachers work closely with their managers to align their course of study with content standards at the year, unit and lesson level. Teachers utilize an Understanding by Design approach to identify what mastery looks like, create an assessment and then plan their year, unit or lesson. All of this occurs with significant feedback from a content expert as well as regional office staff.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

Elementary Education-Intermediate Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Non Existent
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Non Existent
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Non Existent
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Non Existent

Processes used to ensure Accomplishment:

This narrative is empty.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

KWPEA only serves grades K-2.

Middle Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Non Existent
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Non Existent
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Non Existent
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Non Existent

Processes used to ensure Accomplishment:

This narrative is empty.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

KWPEA only serves grades K-2.

High School Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Non Existent
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Non Existent
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Non Existent
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Non Existent

Processes used to ensure Accomplishment:

This narrative is empty.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

KWPEA only serves grades K-2.

Modification and Accommodations

Explain how planned instruction contains modifications and accommodations that allow all students at all mental and physical ability levels to access and master a rigorous standards aligned curriculum.

Each week, general education teachers email their lesson plans to their grade level teams. The Learning support teachers then provide feedback on their plans and suggest necessary accommodations and modifications. General Education and Learning Support teachers also meet weekly or biweekly (depending on the content area) to discuss if the accommodations and modifications are appropriate and areas for improvement. If a student requires significant modification to the curriculum, the learning support teacher creates individual plans for that student and is responsible for securing the materials and delivering the lesson, if appropriate.

Instruction

Instructional Strategies

Checked Answers

- Formal classroom observations focused on instruction
- Walkthroughs targeted on instruction
- Annual Instructional evaluations
- Peer evaluation/coaching
- Instructional Coaching

Regular Lesson Plan Review

Checked Answers

- Administrators

Unchecked Answers

- Building Supervisors
- Department Supervisors
- Instructional Coaches
- Not Reviewed

Provide brief explanation of LEA's process for incorporating selected strategies.

Teachers at all grade levels receive constant feedback on their practice and planning through all of the strategies listed above. Principals co-observe with regional office team members and assistant principals to norm on our teacher rubric. The rubric is built to provide a universal vision of excellent instruction and a clear path to get there. Teachers are evaluated on a bi-annual basis. Teachers are given feedback and coaching on classroom visits to ensure that they are implementing and understand the feedback they are given.

Provide brief explanation for strategies not selected and how the LEA plans to address their incorporation.

Our assistant principals and school leaders review lessons plans on a weekly basis. Given the small size of our staff, no additional staff are needed to complete this process.

Responsiveness to Student Needs

Elementary Education-Primary Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Full Implementation
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation

If necessary, provide further explanation. (Required explanation if column selected was

N/A

Elementary Education-Intermediate Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Full

	Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Full Implementation
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation

If necessary, provide further explanation. (Required explanation if column selected was

The school currently only serves grades K-1. The school will serve grades K-4 when it is fully grown so this will be implemented in future years.

Middle Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Not Applicable
Flexible instructional time or other schedule-related practices are used to meet student needs.	Not Applicable
Differentiated instruction is used to meet student needs.	Not Applicable
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Not Applicable

If necessary, provide further explanation. (Required explanation if column selected was

N/A, the school currently only serves grades K-1. The school will serve grades K-4 when it's fully grown so this question is not applicable.

High School Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Not Applicable
Flexible instructional time or other schedule-related practices are used to meet student needs.	Not Applicable
Differentiated instruction is used to meet student needs.	Not Applicable
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Not Applicable

If necessary, provide further explanation. (Required explanation if column selected was

N/A, the school does not serve high school grade levels.

Recruitment

Describe the process you implement to recruit and assign the most effective and highly qualified teachers in order to meet the learning needs of students who are below proficiency or are at risk of not graduating.

KWPEA recruits and selects excellent teachers through a rigorous selection process. This process includes submitting a taped lesson AND a model lesson within our classrooms. 100% of our teachers are HQT.

Once in the classroom, teachers are evaluated bi-annually and receive formative feedback much more frequently. Teacher support is prioritized in a classroom if student is lagging or if other indicators (like classroom management) are now where they should be. If a teachers continues to struggle in a classroom despite significant modeling, support and coaching that teacher may be moved to ensure that the students who most need support form a high quality teacher are getting that great teaching.

Assessments

Local Graduation Requirements

Course Completion	SY 22/23	SY 23/24	SY 24/25
Total Courses			
English			
Mathematics			
Social Studies			
Science			
Physical Education			
Health			
Music, Art, Family & Consumer Sciences, Career and Technical Education			
Electives			
Minimum % Grade Required for Credit (Numerical Answer)			

Local Assessments

Standards	WA	TD	NAT	DA	PSW	Other
Arts and Humanities						
Career Education and Work						
Civics and Government						
PA Core Standards: English Language Arts						
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects						
PA Core Standards: Mathematics						

Economics						
Environment and Ecology						
Family and Consumer Sciences						
Geography						
Health, Safety and Physical Education						
History						
Science and Technology and Engineering Education						
Alternate Academic Content Standards for Math						
Alternate Academic Content Standards for Reading						
World Language						

Graduation Requirement Specifics

We affirm that our entity requires demonstration of proficiency or above in each of the following State academic standards: English Language Arts and Mathematics, Science and Technology and Environment and Ecology, as determined through any one or a combination of the following: *Checked answers*

None.

Unchecked answers

- Completion of secondary level coursework in English Language Arts (Literature), Algebra I and Biology in which a student demonstrates proficiency on the associated Keystone Exam or related project-based assessment if § 4.4(d)(4) (relating to general policies) applies.
- Locally approved and administered assessments, which shall be independently and objectively validated once every 6 years. Local assessments may be designed to include a variety of assessment strategies listed in ? 4.52(c) and may include the use of one or more Keystone Exams. Except for replacement of individual test items that have a similar level of difficulty, a new validation is required for any material changes to the assessment. Validated local assessments must meet the following standards:
 - I. Alignment with the following State academic standards: English Language Arts (Literature and Composition); Mathematics (Algebra I) and Environment and Ecology (Biology).
 - II. Performance level expectations and descriptors that describe the level of performance required to achieve proficiency comparable to that used for the Keystone Exams.

- III. Administration of the local assessment to all students, as a requirement for graduation, except for those exempted by their individualized education program under subsection (g), regarding special education students, or gifted individualized education plan as provided in ? 16.32 (relating to GIEP).
- IV. Subject to appropriations provided by law, the cost to validate local assessments shall be evenly divided between the school district, AVTS or charter school, including a cyber-charter school, and the Department. If the Department does not provide sufficient funding to meet its share, local assessments submitted for validation shall be deemed valid until a new validation is due to the Department.
- V. The Department will establish a list of entities approved to perform independent validations of local assessments in consultation with the Local Assessment Validation Advisory Committee as provided in ? 4.52(f).
- VI. School boards shall only approve assessments that have been determined to meet the requirements of this subsection by an approved entity performing the independent validation. If a school district, AVTS or charter school, including a cyber-charter school, uses a local assessment that has not been independently validated, the Secretary will direct the school entity to discontinue its use until the local assessment is approved through independent validation by an approved entity.
- Completion of an Advanced Placement exam or International Baccalaureate exam that includes academic content comparable to the appropriate Keystone Exam at a score established by the Secretary to be comparable to the proficient level on the appropriate Keystone Exam.
 - Not Applicable. Our LEA does not offer High School courses.

Methods and Measures

Summative Assessments

Summative Assessments	EEP	E EI	ML	HS
Measures of Academic Progress	X			

Benchmark Assessments

Benchmark Assessments	EEP	E EI	ML	HS
Fountas and Pinnell	X			
Measures of Academic Progress	X			
Eureka End of Module Exams	X			

Wheatley End of Module Exams	X			
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Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Eureka Topic Exams	X			
Exit slips, daily checks for understanding	X			
Wheatley Checkpoints	X			
Teacher created assessments				

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
Brigance Screener	X			
STEP	X			

Validation of Implemented Assessments

Validation Methods	EEP	EEI	ML	HS
External Review	X			
Intermediate Unit Review				
LEA Administration Review	X			
Building Supervisor Review	X			
Department Supervisor Review				
Professional Learning Community Review				
Instructional Coach Review				
Teacher Peer Review	X			

Provide brief explanation of your process for reviewing assessments.

Given the multiple assessments that exist in KIPP West Philadelphia Elementary Academy, different assessments are vetted by multiple and different people depending on who is creating the assessment. Teacher created assessments are validated by their immediate manager and then are spot checked and norm through peer evaluation. Certain assessments are also analyzed by members of the regional office and other KIPP regions to ensure alignment and rigor.

Development and Validation of Local Assessments

If applicable, explain your procedures for developing locally administered assessments and how they are independently and objectively validated every six years.

Not applicable

Collection and Dissemination

Describe your system to collect, analyze and disseminate assessment data efficiently and effectively for use by LEA leaders and instructional teams.

At KIPP West Philadelphia Elementary Academy we collect and analyze data by assessment and across assessments to identify clear actions based on results. For certain assessments this means that the regional office creates data displays for each school to use. KWPEA also creates a comprehensive dashboard that reflects most recent student learning. This dashboard is used in conversation between school leaders and their manager and within leadership teams at each school.

Each teacher is also explicitly taught how to analyze assessment data and how to adjust course in their classroom based on that data. Our schools very much ascribe to the Driven by Data by Paul Bambrick Santoyo – we get data from assessments turned around quickly and teach our teachers to do the same so that results are an active part of their classroom and not stagnant data that is not incorporated into their teaching.

In addition to Excel tracking systems and grade books, we also utilize Illuminate, a student assessment platform that allows us to track student progress by skill across multiple assessments and years.

Data Informed Instruction

Describe how information from the assessments is used to assist students who have not demonstrated achievement of the academic standards at a proficient level or higher.

As described in the prior question, we also utilize Illuminate, a student assessment platform that allows us to track student progress by skill across multiple assessments and years.

After each benchmark assessment teachers identify trends by skill and student for remediation. Students who have not demonstrated mastery are retaught through classroom instruction, differentiation within the classroom, specific remediation groups, focus groups and targeted instruction. Students are then reassessed both by teacher reassessment as well as on the subsequent benchmark to ensure that students have both increased mastery and have retained the information.

Assessment Data Uses

Assessment Data Uses	EEP	EEL	ML	HS
Assessment results are reported out by PA assessment anchor or standards-aligned learning objective.	X			
Instructional practices are identified that are linked to student success in mastering specific PA assessment anchors, eligible content or standards-aligned learning objectives.	X			

Specific PA assessment anchors, eligible content or standards-aligned learning objectives are identified for those students who did not demonstrate sufficient mastery so that teachers can collaboratively create and/or identify instructional strategies likely to increase mastery.	X			
Instructional practices modified or adapted to increase student mastery.	X			

Provide brief explanation of the process for incorporating selected strategies.

As previously described, we also utilize Illuminate, a student assessment platform that allows us to track student progress by skill across multiple assessments and years.

After each benchmark assessment teachers identify trends by skill and student for remediation. Students who have not demonstrated mastery are retaught through classroom instruction, differentiation within the classroom, specific remediation groups, focus groups and targeted instruction. Students are then reassessed both by teacher reassessment as well as on the subsequent benchmark to ensure that students have both increased mastery and have retained the information.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

This narrative is empty.

Distribution of Summative Assessment Results

Distribution Methods	EEP	E EI	ML	HS
Course Planning Guides	X			
Directing Public to the PDE & other Test-related Websites	X			
Individual Meetings	X			
Letters to Parents/Guardians	X			
Local Media Reports				
Website	X			
Meetings with Community, Families and School Board	X			
Mass Phone Calls/Emails/Letters	X			
Newsletters	X			
Press Releases				
School Calendar	X			
Student Handbook	X			

Provide brief explanation of the process for incorporating selected strategies.

We use a variety of ways to ensure the public, specifically our parents know about the assessments we use at the school and the results. We have assessment dates on our school

calendar and remind parents using our messaging system about the testing windows. During our parent teacher conferences, we share the assessments and student results with families.

Provide brief explanation for strategies not selected and how the LEA plans to address their incorporation.

We found that using local media is very expensive and our parents and the community were not accessing the media outlets for this information.

Safe and Supportive Schools

Programs, Strategies and Actions

Programs, Strategies and Actions	EEP	E EI	ML	HS
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement	X			
School-wide Positive Behavioral Programs	X			
Conflict Resolution or Dispute Management	X			
Peer Helper Programs	X			
Safety and Violence Prevention Curricula	X			
Student Codes of Conduct	X			
Comprehensive School Safety and Violence Prevention Plans	X			
Purchase of Security-related Technology	X			
Student, Staff and Visitor Identification Systems	X			
Placement of School Resource Officers				
Student Assistance Program Teams and Training	X			
Counseling Services Available for all Students	X			
Internet Web-based System for the Management of Student Discipline	X			

Explanation of strategies not selected and how the LEA plans to address their incorporation:

KWPEA does not employ School Resource officers, however, our school is within a larger building that has a security team.

Developmental Services

Developmental Services	EEP	E EI	ML	HS
Academic Counseling	X			
Attendance Monitoring	X			
Behavior Management Programs	X			
Bullying Prevention	X			
Career Awareness	X			

Career Development/Planning	X			
Coaching/Mentoring	X			
Compliance with Health Requirements -i.e., Immunization	X			
Emergency and Disaster Preparedness	X			
Guidance Curriculum	X			
Health and Wellness Curriculum	X			
Health Screenings	X			
Individual Student Planning	X			
Nutrition	X			
Orientation/Transition	X			
RTII/MTSS	X			
Wellness/Health Appraisal	X			

Explanation of developmental services:

This narrative is empty.

Screening, Evaluating and Programming for Gifted Students

Describe your entity's awareness activities conducted annually to inform the public of the gifted education services and programs offered (newspaper, student handbooks, school website, etc.)

N/A

Describe your entity's process for locating students who are thought to be gifted and may be in need of specially designed instruction (screening).

N/A

Describe your entity's procedures for determining eligibility (through multiple criteria) and need (based on academic strength) for potentially mentally gifted students (evaluation).

N/A

Describe the gifted programs* being offered that provide opportunities for acceleration, enrichment or both. *The word "programs" refers to the continuum of services, not one particular option.

N/A

Diagnostic, Intervention and Referral Services

Diagnostic, Intervention and Referral Services	EEP	E EI	ML	HS
Accommodations and Modifications	X			
Administration of Medication	X			
Assessment of Academic Skills/Aptitude for Learning	X			
Assessment/Progress Monitoring	X			

Casework	X			
Crisis Response/Management/Intervention	X			
Individual Counseling	X			
Intervention for Actual or Potential Health Problems	X			
Placement into Appropriate Programs	X			
Small Group Counseling-Coping with life situations	X			
Small Group Counseling-Educational planning	X			
Small Group Counseling-Personal and Social Development	X			
Special Education Evaluation	X			
Student Assistance Program	X			

Explanation of diagnostic, intervention and referral services:

This narrative is empty.

Consultation and Coordination Services

Consultation and Coordination Services	EEP	E EI	ML	HS
Alternative Education	X			
Case and Care Management	X			
Community Liaison	X			
Community Services Coordination (Internal or External)	X			
Coordinate Plans	X			
Coordination with Families (Learning or Behavioral)	X			
Home/Family Communication	X			
Managing Chronic Health Problems	X			
Managing IEP and 504 Plans	X			
Referral to Community Agencies	X			
Staff Development	X			
Strengthening Relationships Between School Personnel, Parents and Communities	X			
System Support	X			
Truancy Coordination	X			

Explanation of consultation and coordination services:

This narrative is empty.

Communication of Educational Opportunities

Communication of Educational Opportunities	EEP	E EI	ML	HS
Course Planning Guides				
Directing Public to the PDE & Test-related Websites				
Individual Meetings	X			

Letters to Parents/Guardians	X			
Local Media Reports				
Website				
Meetings with Community, Families and Board of Directors	X			
Mass Phone Calls/Emails/Letters	X			
Newsletters	X			
Press Releases				
School Calendar	X			
Student Handbook	X			

Communication of Student Health Needs

Communication of Student Health Needs	EEP	EEI	ML	HS
Individual Meetings	X			
Individual Screening Results	X			
Letters to Parents/Guardians	X			
Website				
Meetings with Community, Families and Board of Directors	X			
Newsletters	X			
School Calendar	X			
Student Handbook	X			

Health and Safety

Health and Safety	Answer
Are all students required to be fully immunized in accordance with the requirements of the Commonwealth of Pennsylvania and the requirements of local jurisdictions in order to be admitted to the Charter School?	Yes
Is a certified school nurse on the Charter School staff?	No
Are physical health records and dental records kept according to requirements of the State of Pennsylvania?	Yes
Does the Charter School comply with all regulations concerning the dispensation of medicines?	Yes
May Charter School students possess any prescription or non-prescription medication?	No
Are students/parents required to turn over all prescription and non-prescription medication to a Charter School nurse with descriptions regarding dissemination provided according to a required Charter School format, and are the medications provided in the original containers with accurate content and dosage information on the labels?	Yes
Is the Charter School in compliance with all pertinent code and license	Yes

requirements related to Fire Prevention and Fire Drill procedures?	
Are Fire Drill procedures posted in each classroom and are Fire Drills held at least once a month?	Yes
Does the Charter School participate in the Federal Free and Reduced Lunch Program?	Yes
Are all students eligible to participate in Federal Breakfast and Lunch programs?	Yes
Are all claims and reports associated with Federal Breakfast and Lunch programs submitted as required?	Yes

Description of the responsibilities of the Charter School nurse(s)

KIPP West Philadelphia Elementary Academy contracts with MACCS Health Services to provide school nursing services. We work closely with MACCS in the beginning of each school year to determine the nursing needs of each of our school locations. By working with MACCS, we are able to provide our students with high levels of nursing care within the budgetary restrictions of the school. The school nurse supports learning by assisting students/families to successfully manage health alterations that would otherwise result in loss of academic time. Other duties of the school nurse include: * Develop and maintain student health records* Maintain and update student immunization records* Plan and complete mandated screenings * Administer medication and perform medical treatments * Assist in the health program and student examinations * Provide first aid services They also submit our SHARRS report with after review and approval.

Food Service Program

Describe unique features of the Charter School meal program

KWPEA partners with Linton's to provide breakfast, lunch and snack. We work with Linton's to provide healthy meals for students, expand their palate and also find fun ways to enjoy healthy food.

Safety and Security

Describe the essential Charter School policies, procedures, and practices that are implemented to provide security and safety for Charter School students, staff, and visitors:

This narrative is empty.

Compliance With Health and Safety Requirements and Maintenance of Health and Immunizations Records for Students

Wellness Policy

The school wellness policy

PDF file uploaded.

Health Reimbursement Policy

The school policy regarding Health Reimbursement

PDF file uploaded.

Current School Insurance Coverage Policies and Programs

Current Insurance Accord

The school's current Insurance Accord

PDF file uploaded.

Certificate of Liability

The school's Certificate of Liability

PDF file uploaded.

Insurance Coverage Details

Description of the details of the school's insurance coverage and/or copies of pertinent insurance policies

Files uploaded:

- The-School-District_KIPP-West-Phila_18-19-GL-UM-PL-_8-29-2018_1690234080.pdf

Transportation

Describe the charter school's transportation program. Include in the discussion whether the charter school, the school district, or a private company operates the transportation program. Also, include a description of transportation accommodations for special education students and suggestions for improvement to the program: Describe the requirements students must meet in order to be eligible for free transportation.

We currently contract with the School District of Philadelphia for our student transportation. Yellow buses pick up all students who live more than 1.5 miles away from the school, or who live in areas where they should not be forced to walk because they would have to cross dangerous intersections. If any of our students were confined to a wheel chair, they would be transported to and from school on a different bus that would be equipped with a lift. Additionally, a bus aide/monitor is provided to any student who requires one based on their IEP or 504 plan. Our transportation system currently runs relatively smoothly during the school year. We occasionally have issues with students missing buses, and buses arriving early or late, but not significant issues. In situations where a bus does not pick up our children for any reason the school makes reasonable attempts to arrange alternative transportation for students so they may attend school (ex. Provide a replacement token for SEPTA, try to arrange carpool, etc.) We also have a mandatory Saturday School program for which we currently require our parents to provide transportation to their children. If the law is interpreted the way we believe that it should be, the District should help us accommodate our students' transportation needs on Saturdays just as they do on school days in the summer and during the regular school year.

Free Transportation Eligibility Requirements

The requirements students must meet in order to be eligible for free transportation (optional if described in the narrative)

No file has been uploaded.

Student Conduct

Charter School's Code of Student Conduct	Answer
Are the expectations of students, parents, school staff members, and the Board of Trustees delineated by the Code of Student Conduct?	Yes
Are the rules of conduct explained in student friendly-language?	Yes
Are the consequences of violations of rules of conduct explained in student-friendly language?	Yes
Does the Code of Student Conduct apply on school grounds during the school day as well as immediately before and after school hours?	Yes
Does the Code of Student Conduct apply on school grounds at any other time when a school group is using the school?	Yes
Does the Code of Student Conduct apply off school grounds and the immediate perimeter of the school building, including any school activity, function, or event?	Yes
Does the Code of Student Conduct apply during travel to and from school, including actions on any school bus, van, or any other public conveyance?	Yes
Does the Code of Student Conduct apply off school grounds where the misconduct may reasonably be expected to undermine the proper disciplinary authority of the school, the safety of students or staff, or cause disruption within the school?	Yes
Does the Code of Student Conduct require that students who are found in possession of illegal drugs, firearms, or other dangerous weapons, or those who commit acts of misconduct, which disrupt the school's educational process, be suspended immediately and face possible expulsion?	Yes
Does the Code of Student Conduct specify that If a student becomes aware that a fellow student is in possession of illegal substances, firearms, weapons or any items that could endanger his/her safety or the safety of others, that student has a duty to inform an adult such as a parent, teacher, counselor, director or staff member?	Yes
Do all disciplinary actions for misconduct include a conference between the teacher and/or administrator, student, and parents followed by written notification to the parent or guardian?	Yes

If necessary, provide further explanation.

This narrative is empty.

Code of Student Conduct

The school's Code of Student Conduct

PDF file uploaded.

Frequency of Communication

Elementary Education - Primary Level

- Quarterly

Elementary Education - Intermediate Level

- Not Applicable

Middle Level

- Not Applicable

High School Level

- Not Applicable

Collaboration for Interventions

Describe the collaboration between classroom teachers and individuals providing interventions regarding differing student needs and academic progress.

The majority of classroom teachers are also responsible for providing interventions. Interventions are coordinated by a school leader who ensures that students are assessed, grouped, and receive the appropriate intervention. Schools have grade level teams that meet to ensure that interventions are effective and allow for team decision-making around student needs and program design. If there are separate staff members who are solely responsible for delivering interventions, they either attend these team meetings as well, or they are assigned a manager to facilitate communication.

Community and Parent Engagement

Describe the Board of Trustees' efforts in promoting opportunities for community and parent engagement in school activities.

Parental involvement is vitally important to the health of our school and the investment of our students in their own learning. In addition to flexible meeting times, paid transportation for families, meal functions, child care opportunities, a website, newsletters and weekly "Parent Bulletins" to the family brought home by the students, KWPEA publishes information on how parents can effectively become involved in their child's education and how to communicate with teachers and administrators and other school personnel. Parents are actively recruited to serve on committees and volunteer at the school. The main thrust of the school's parent involvement plan is to assure that the school is working collaboratively with the parents and extended families of the students to assure that all parties are working toward KIPP's goal of preparing students for college and the competitive world beyond. KWPEA takes the following actions to ensure that Title I information related to the school and parent programs, meetings, and other activities is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: Communication with parents includes a Title I/SWP program newsletter distributed once a year. There are also notices and packets sent home with the children, telephone calls, parent-teacher conferences, report cards, and home visits as needed. Parents are encouraged to call their child's teacher with questions or if they feel there is a problem at school. Parents may call the KWPEA school office and arrange for a translator for conferences. As much as possible, written communications have English on one side and the ELL home language on the other. Staff receives training on how to improve home-school communication. Parents are invited to attend these sessions. KIPP West involves parents in an organized, ongoing, and timely way in the planning, review and improvement of programs under this part, including planning, review and improvement of the school parental involvement plan: The leadership team holds two parental meetings each year. The first meeting was held in late September and the second in the late spring. The meetings provide parents with information on the program. In addition, an open forum format was used, giving parents an opportunity to have their questions answered. Program guidelines and an explanation of any changes made from the previous year were discussed. Parents are provided with information regarding State of Pennsylvania Academic Standards and given copies of the school year assessment calendar. The

calendar includes an explanation of the assessments. Two of our Board members are parents of KIPP students and they have taken on the responsibility of creating a KIPP Parent Association. The KPA meets regularly and sets its own agenda. Items discussed often include critiques of and suggestions for the school's policies. We have an active Community Outreach Committee that works to involve community organizations, businesses, and individuals, as well as new parents, in supporting the endeavors of our school. KWPEA also conducts mid- and end-year parent surveys which include space for open-ended feedback. This data is presented to the Board of Trustees.

Community Coordination

Describe how you accomplish coordination with community operated infant and toddler centers, as well as preschool early intervention programs. In addition, describe the community coordination with the following before or after school programs and services for all grade levels, including pre-kindergarten, if offered, through grade 12.

1. Child care
2. After school programs
3. Youth workforce development programs
4. Tutoring

Our school has an extended school day which means that most students do not attend additional before school or after school programs besides those already provided by the KIPP school. If individual students require access to any of the above programs and it conflicts with school hours, school personnel work with the parents to determine a solution.

Preschool Agency Coordination

Explain how the LEA coordinates with agencies that serve preschool age children with disabilities.

1. Address coordination activities designed to identify and serve children with disabilities and the supports and accommodations available to ensure both physical and programmatic access.
2. Address pre-kindergarten programs operated directly by the LEA and those operated by community agencies under contract from the LEA.
3. Describe how the LEA provides for a smooth transition from the home setting and any early childhood care or educational setting the students attend, to the school setting.

Our charter does not currently operate any pre-kindergarten programs and does not contract with community agencies. When students enroll in KIPP, the family participates in a home visit where school personnel visit the student in their home, review the school's program and curriculum, and answer any questions the family might have. At this time, the family is encouraged to share any information that may assist the school in ensuring a smooth transition for their child. KIPP also has starts its school year earlier than the school district with 2 weeks of half days in August during which time the students have an opportunity to get used to the school environment in a more gradual way before the full extended school day starts in September.

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

Ensuring that teachers have access to these materials is the utmost of importance. Resources are housed and transferred from year to year, so that even if a teacher is no longer at the school, their resources still are. This allows new teachers to use that as a starting place instead of reinventing the wheel.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

Elementary Education-Intermediate Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Non Existent
A robust supply of high quality aligned instructional materials and resources available	Non Existent
Accessibility for students and teachers is effective and efficient	Non Existent
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Non Existent

Provide explanation for processes used to ensure Accomplishment.

This narrative is empty.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

KWPEA only serves grades

Middle Level

Material and Resources Characteristics	Status
--	--------

Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Non Existent
A robust supply of high quality aligned instructional materials and resources available	Non Existent
Accessibility for students and teachers is effective and efficient	Non Existent
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Non Existent

Provide explanation for processes used to ensure Accomplishment.

This narrative is empty.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

KWPP only serves grades K-2

High School Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Non Existent
A robust supply of high quality aligned instructional materials and resources available	Non Existent
Accessibility for students and teachers is effective and efficient	Non Existent
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Non Existent

Provide explanation for processes used to ensure Accomplishment.

This narrative is empty.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

KWPEA only serves grades K-2

SAS Incorporation

Elementary Education-Primary Level

Standards	Status
Arts and Humanities	Not answered
Career Education and Work	Not answered
Civics and Government	Not answered
PA Core Standards: English Language Arts	Not answered
PA Core Standards: Literacy in History/Social Studies, Science and	Not answered

Technical Subjects	
PA Core Standards: Mathematics	Not answered
Economics	Not answered
Environment and Ecology	Not answered
Family and Consumer Sciences	Not answered
Geography	Not answered
Health, Safety and Physical Education	Not answered
History	Not answered
Science and Technology and Engineering Education	Not answered
Alternate Academic Content Standards for Math	Not answered
Alternate Academic Content Standards for Reading	Not answered
American School Counselor Association for Students	Not answered
Early Childhood Education: Infant-Toddler→Second Grade	Not answered
English Language Proficiency	Not answered
Interpersonal Skills	Not answered
School Climate	Not answered

Further explanation for columns selected "

This narrative is empty.

Elementary Education-Intermediate Level

Standards	Status
Arts and Humanities	Not answered
Career Education and Work	Not answered
Civics and Government	Not answered
PA Core Standards: English Language Arts	Not answered
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Not answered
PA Core Standards: Mathematics	Not answered
Economics	Not answered
Environment and Ecology	Not answered
Family and Consumer Sciences	Not answered
Geography	Not answered
Health, Safety and Physical Education	Not answered
History	Not answered
Science and Technology and Engineering Education	Not answered
Alternate Academic Content Standards for Math	Not answered
Alternate Academic Content Standards for Reading	Not answered
American School Counselor Association for Students	Not answered
English Language Proficiency	Not answered
Interpersonal Skills	Not answered
School Climate	Not answered

Further explanation for columns selected "

This narrative is empty.

Middle Level

Standards	Status
Arts and Humanities	Not answered
Career Education and Work	Not answered
Civics and Government	Not answered
PA Core Standards: English Language Arts	Not answered
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Not answered
PA Core Standards: Mathematics	Not answered
Economics	Not answered
Environment and Ecology	Not answered
Family and Consumer Sciences	Not answered
Geography	Not answered
Health, Safety and Physical Education	Not answered
History	Not answered
Science and Technology and Engineering Education	Not answered
Alternate Academic Content Standards for Math	Not answered
Alternate Academic Content Standards for Reading	Not answered
American School Counselor Association for Students	Not answered
English Language Proficiency	Not answered
Interpersonal Skills	Not answered
School Climate	Not answered
World Language	Not answered

Further explanation for columns selected "

This narrative is empty.

High School Level

Standards	Status
Arts and Humanities	Not answered
Career Education and Work	Not answered
Civics and Government	Not answered
PA Core Standards: English Language Arts	Not answered
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Not answered
PA Core Standards: Mathematics	Not answered
Economics	Not answered
Environment and Ecology	Not answered
Family and Consumer Sciences	Not answered
Geography	Not answered

Health, Safety and Physical Education	Not answered
History	Not answered
Science and Technology and Engineering Education	Not answered
Alternate Academic Content Standards for Math	Not answered
Alternate Academic Content Standards for Reading	Not answered
American School Counselor Association for Students	Not answered
English Language Proficiency	Not answered
Interpersonal Skills	Not answered
School Climate	Not answered
World Language	Not answered

Further explanation for columns selected "

This narrative is empty.

Fiscal Solvency Policies

Describe policies and procedures that have been established to ensure and monitor fiscal solvency.

This narrative is empty.

Accounting Systems

Explain what accounting system the charter school uses.

Please note that the charter school is required to have a system that integrates with the Pennsylvania State Chart of Accounts for Pennsylvania Public Schools and the Annual Financial Report utilizing Generally Accepted Accounting Principles (GAAP) for budgeting, accounting and reporting.

This narrative is empty.

Professional Education

Characteristics

Charter's Professional Education Characteristics	EEP	E EI	ML	HS
Enhances the educator's content knowledge in the area of the educator's certification or assignment.	X	X		
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for struggling students.	X	X		
Increases the educator's teaching skills based on effective practice research, with attention given to	X	X		

interventions for gifted students.				
Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision making.	X	X		
Empowers educators to work effectively with parents and community partners.	X	X		

Charter's Professional Education Characteristics	EEP	E EI	ML	HS
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other, as well as to Pennsylvania's academic standards.	X	X		
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for gifted students are aligned to each other, as well as to Pennsylvania's academic standards.	X	X		
Provides leaders with the ability to access and use appropriate data to inform decision making.	X	X		
Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.	X	X		
Instructs the leader in managing resources for effective results.	X	X		

Provide brief explanation of your process for ensuring these selected characteristics.

The goals of professional development at all KIPP Philadelphia Schools are centered on preparing our students to achieve success to and through college. At a school level, this means creating a detailed professional development plan for the three weeks of training in the summer and throughout the year that directly ties to a school's yearly priorities. Each school may have specific strands of development that span the entire year and address a priority, for example guided reading or conflict resolution. A similar process happens at the KIPP Philadelphia regional level for all-region professional development.

At the end of the day, our development is successful if teachers are learning and growing in a way that helps students learn more. Besides looking at our academic results to gauge our success, we measure the success of both school-based and regional PD using formative and summative assessments following all professional development sessions. This frequent and quick feedback allows leaders to adjust sessions for the next day or week. Finally, as part of the The New Teacher Project Insight Survey, teachers evaluate the quality of professional development in a detailed way that allows schools to track progress from year to year and see best practices across the entire KIPP network and other high performing charter schools.

Year at a Glance: Professional Development Alignment with Mission & Curriculum

Teacher Induction Plan

Each school year begins with an intense focus on helping teachers develop their skills. First, all new-to- KIPP staff members are required to participate in a 3-5 day professional development to orient them with their school, the KIPP culture and the larger KIPP mission in late-July. Following this week, and budget permitting, all new-to-KIPP staff, and most returning staff, attend the KIPP School Summit (KSS), a national KIPP conference hosted every year by the KIPP Foundation. KSS provides additional PD opportunities in specific content areas, school culture and classroom management, and best practice sharing between the KIPP network and the broader field of education. Upon returning from KSS, the proposed school will provide one week of all staff back-to-school professional development sessions during the first full week of August, and in the three weeks of classes before Labor Day; students are dismissed right after lunch allowing time for Teacher PD in the afternoons.

Ongoing Professional Development

Once the regular school year starts, all teachers are offered the opportunity to develop their skills and practices through a variety of opportunities. Every week we will dismiss students early on Wednesdays to allow teachers at our new school time to meet together to develop their skills by discussing best practices in teaching, learning new strategies for increasing student achievement in classrooms, and practicing behavior management techniques that work for all students. On a monthly basis, the school's staff will come together with the staffs from all the other KIPP schools in Philadelphia for Regional Teacher Professional Development (RTPD). This day is used to leverage the scale of all of our schools to highlight the best teachers and best practices across all of our campuses, as well as bringing in outside experts to work with our teams. Four times a year, the staff participates in a "Student data day." These days are reserved for the analyzing of student data, and are typically held immediately after an interim assessment has been administered. These trainings are supported by formal and informal feedback that is provided by the school's leadership, as well as the contracted support from KPCS, each week. This feedback comes after classroom observations and helps teachers to see the tangible impact of their actions on student achievement. The final piece of the professional development program at the proposed school is the manager One-on- One meetings (O3s). These O3s allow managers to give their direct reports feedback on their practice, and to facilitate conversation around teaching and learning. This is also an opportunity for teachers to have real conversations with their managers about their needs and desires.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

Our charter only serves grades K-4

Educator Discipline Act 126, 71

Provides educators with mandated reporter training, totaling 3 hours, every 5 years as outlined in Act 126.

Questions
The LEA has conducted the required training on:
8/11/2016
The LEA plans to conduct the required training on approximately:
8/9/2017

8/12/2018

Provides educators with four (4) hours of professional development in youth suicide awareness and prevention every five (5) years for professional educators in grades six through twelve as outlined in Act 71.

Questions

The LEA has conducted the training on:
--

8/12/2016

The LEA plans to conduct the training on approximately:

8/9/2017

8/12/2018

8/12/2019

Provides educators with four (4) hours of professional development every five (5) years for professional educators that are teaching the curriculum in which the Child Exploitation Awareness Education program is incorporated as outlined in Act 71.

Questions

The LEA has conducted the training on:
--

8/9/2016

The LEA plans to conduct the training on approximately:

8/9/2017

8/12/2018

8/12/2019

Strategies Ensuring Fidelity

Checked answers

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.
- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.
- Administrators participate fully in all professional development sessions targeted for their faculties.

- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).
- Professional Education is evaluated to show its impact on teaching practices and student learning.

Unchecked answers

None.

Provide brief explanation of your process for ensuring these selected characteristics.

Ongoing Professional Development

Once the regular school year starts, all teachers are offered the opportunity to develop their skills and practices through a variety of opportunities. Every week we will dismiss students early on Wednesdays to allow teachers at our new school time to meet together to develop their skills by discussing best practices in teaching, learning new strategies for increasing student achievement in classrooms, and practicing behavior management techniques that work for all students. On a monthly basis, the school's staff will come together with the staffs from all the other KIPP schools in Philadelphia for Regional Teacher Professional Development (RTPD). This day is used to leverage the scale of all of our schools to highlight the best teachers and best practices across all of our campuses, as well as bringing in outside experts to work with our teams. Four times a year, the staff participates in a "Student data day." These days are reserved for the analyzing of student data, and are typically held immediately after an interim assessment has been administered. These trainings are supported by formal and informal feedback that is provided by the school's leadership, as well as the contracted support from KPCS, each week. This feedback comes after classroom observations and helps teachers to see the tangible impact of their actions on student achievement. The final piece of the professional development program at the proposed school is the manager One-on-One meetings (O3s). These O3s allow managers to give their direct reports feedback on their practice, and to facilitate conversation around teaching and learning. This is also an opportunity for teachers to have real conversations with their managers about their needs and desires.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

N/A

Induction Program

Checked answers

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.
- Inductees will assign challenging work to diverse student populations.

- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.
- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.
- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.
- Inductees will effectively navigate the Standards Aligned System website.
- Inductees will know and apply LEA endorsed classroom management strategies.
- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.
- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.

Unchecked answers

None.

Provide brief explanation of your process for ensuring these selected characteristics.

Each school year begins with an intense focus on helping teachers develop their skills. First, all new-to- KIPP staff members are required to participate in a 3-5 day professional development to orient them with their school, the KIPP culture and the larger KIPP mission in late-July. Following this week, and budget permitting, all new-to-KIPP staff, and most returning staff, attend the KIPP School Summit (KSS), a national KIPP conference hosted every year by the KIPP Foundation. KSS provides additional PD opportunities in specific content areas, school culture and classroom management, and best practice sharing between the KIPP network and the broader field of education. Upon returning from KSS, the proposed school will provide one week of all staff back-to-school professional development sessions during the first full week of August, and in the three weeks of classes before Labor Day; students are dismissed right after lunch allowing time for Teacher PD in the afternoons.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

N/A

Needs of Inductees

Checked answers

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.

- Frequent observations of inductee instructional practice by supervisor to identify needs.
- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- Student PSSA data.
- Standardized student assessment data other than the PSSA.
- Classroom assessment data (Formative & Summative).
- Inductee survey (local, intermediate units and national level).
- Review of inductee lesson plans.
- Review of written reports summarizing instructional activity.
- Submission of inductee portfolio.
- Knowledge of successful research-based instructional models.
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

Unchecked answers

None.

Provide brief explanation of your process for ensuring these selected characteristics.

Through the professional development structures mentioned above, inductees are able to drive results through data usage of formative and summative assessments. This includes, NWEA MAP, leveled literary assessments (STEP and F&P) and summative curricular assessments. We also survey our teachers on a monthly basis around professional development needs.

Additionally, bi-annually we conduct a comprehensive instructional/climate survey through the New Teacher Project. These results are reviewed by school leaders and regional leadership and support the development of school priorities and action plans.

Provide a brief explanation for strategies not selected and your plan to address their incorporation.

N/A

Mentor Characteristics

Checked answers

- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Potential mentors have similar certifications and assignments.

- Potential mentors must model continuous learning and reflection.
- Potential mentors must have knowledge of LEA policies, procedures and resources.
- Potential mentors must have demonstrated ability to work effectively with students and other adults.
- Potential mentors must be willing to accept additional responsibility.
- Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching and conferencing skills, problem-solving skills and knowledge of adult learning and development).
- Mentors and inductees must have compatible schedules so that they can meet regularly.

Unchecked answers

None.

Provide brief explanation of your process for ensuring these selected characteristics.

Mentor teachers exhibit expertise in their content area and/or grade level and will be matched with inductees according to grade level, content area, and other commonalities that may enrich the mentor-inductee relationship. Mentor teachers have at least one year of experience working within the KIPP culture. The role and responsibilities outlined for a mentor teacher includes clear criteria around meeting with his/her mentee and a menu of possible support structures to meet the needs of the match.

Current staff/faculty will be surveyed to assess participation interest in the mentor program.

Provide brief explanation for characteristics not selected and how you plan to address their incorporation.

Not applicable

Induction Program Timeline

Topics	Aug-Sep	Oct-Nov	Dec-Jan	Feb-Mar	Apr-May	Jun-Jul
Code of Professional Practice and Conduct for Educators	X					
Assessments	X	X	X	X	X	X
Best Instructional Practices	X	X	X	X	X	X
Safe and Supportive Schools	X		X		X	
Standards	X	X	X	X	X	
Curriculum	X	X	X	X	X	
Instruction	X	X	X	X	X	
Accommodations and Adaptations for diverse learners	X	X	X	X	X	
Data informed decision making		X	X	X	X	X
Materials and Resources for Instruction	X		X	X		

If necessary, provide further explanation.

This narrative is empty.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

Participants in each cohort of the Induction Program are asked to evaluate the effectiveness with which it achieved its intended goals/objectives. Summaries of the responses to the evaluations (typically a survey or focus group) are reviewed annually by the Talent Team, Academics Team, and school's leadership team as a means of making recommendations for program improvement.

Recording Process

Identify the recording process for inductee participation and program completion. (Check all that apply)*Checked answers*

- Mentor documents his/her inductee's involvement in the program.
- A designated administrator receives, evaluates and archives all mentor records.
- School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.
- LEA administrator receives, tallies, and archives all LEA mentor records.
- Completion is verified by the LEA Chief Executive Officer on the Application for Level 2 Certification.

Unchecked answers

None.

Assurances

Brick and Mortar Charter Schools

The physical charter school has verified the following Assurances:

- The school is accountable to the parents of its students, the public and the Commonwealth and that strategies have been developed and implemented that generate meaningful parent and community involvement (in compliance with §17-1715-A (2))
- The school does not unlawfully discriminate in admissions, hiring or operation (in compliance with §17-1715-A (3))
- The school is nonsectarian in all operations (in compliance with §17-1715-A (4))
- The school does not provide any religious instruction, nor are religious objects or symbols displayed on the premises (in compliance with §17-1715-A (5))
- The school does not advocate unlawful behavior (in compliance with §17-1715-A (6))
- The school participates in the Pennsylvania State Assessment System in the manner in which the school district in which the school is located is scheduled to participate (in compliance with §17-1715-A (8))
- The school will provide a minimum of 180 days of instruction or 900 hours per year of instruction at the elementary level, or 990 hours per year of instruction at the secondary level (in compliance with §17-1715-A (9))
- The school's Board of Trustees and contractors of the school meet the requirements of the "Public Works Contractors' Bond Law of 1967," all regulations related to the letting of contracts for the erection, construction and alteration of public buildings, the "Pennsylvania Prevailing Wage Act," and the "Steel Products Procurement Act." (in compliance with §17-1715-A (10))
- The school's administrators (CEO and all other employees who exercise management or operational oversight responsibilities) do not receive compensation from another charter school or from a company that provides management or other services to another charter school (in compliance with §17-1715-A (12))
- The school's Trustees do not serve on a local board of school directors of a school entity located in the member's district (in compliance with §17-1716-A (b))
- The school will select students on a random basis from a pool of qualified applicants when the number of attendance slots available is less than the number of applicants (in compliance with §17-1723-A (a))

- The school gives first preference to students who reside in the district or districts and will consider giving preference to a child of a parent who has actively participated in the development of the school and to siblings of students presently enrolled (in compliance with §17-1723-A (a))
- The school will only establish reasonable criteria to evaluate prospective students if the criteria are outlined in the school's charter (in compliance with §17-1723-A (b))
- The school does not discriminate in its admission policies or practices on the basis of athletic ability, measures of achievement or aptitude, status as a person with a disability, proficiency in the English language, or any other basis that would be illegal if used by a school district (in compliance with §17-1723-A (b))
- The school does not discriminate in its admission policies or practices on the basis of intellectual ability but does reserve the right to limit admission to a particular grade level or to targeted population groups composed of at-risk students or students with a special interest in academic areas such as mathematics, science or the Arts (in compliance with §17-1723-A (b))
- 75% of the professional staff members hold appropriate State certifications (in compliance with §17-1724-A (a))
- All professional staff members who do not hold appropriate State certification have provided evidence that they have demonstrated satisfactorily a combination of experience, achievement, and qualifications as defined in the charter school application in basic skills, general knowledge, professional knowledge and practice, and subject matter knowledge in the subject area in which an individual will teach (in compliance with §17-1724-A (b))
- There are no tuition charges for any resident or nonresident student (in compliance with §17-1725-A (a))
- All donations, gifts or contributions are given freely and voluntarily; i.e. the trustees and any other person affiliated in any way to the school will not demand or request, directly or indirectly, any gift, donation or contribution of any kind from any parent, teacher, employee or any other person affiliated with the school as a condition for employment or enrollment and/or continued attendance (in compliance with §17-1725-A (e))
- Free transportation is provided to students according to the parameters of §17-1726-A (Transportation) of the Charter School Law (in compliance with §17-1726-A (a))
- The school adheres to the requirements of all 123 sections, chapters and acts listed in §17-1732-A (Provisions applicable to charter schools) of the Charter School Law (in compliance with §17-1732-A (a))

Cyber Charter Schools

No policies or procedures have been identified.

Safe and Supportive Schools

The LEA has verified the following Assurances:

- Implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students. (in compliance with [§ 12.41\(a\)](#))
- Free Education and Attendance (in compliance with [§ 12.1](#))
- School Rules (in compliance with [§ 12.3](#))
- Collection, maintenance and dissemination of student records (in compliance [§ 12.31\(a\)](#) and [§ 12.32](#))
- Discrimination (in compliance with [§ 12.4](#))
- Corporal Punishment (in compliance with [§ 12.5](#))
- Exclusion from School, Classes, Hearings (in compliance with [§ 12.6](#), [§ 12.7](#), [§ 12.8](#))
- Freedom of Expression (in compliance with [§ 12.9](#))
- Flag Salute and Pledge of Allegiance (in compliance with [§ 12.10](#))
- Hair and Dress (in compliance with [§ 12.11](#))
- Confidential Communications (in compliance with [§ 12.12](#))
- Searches (in compliance with [§ 12.14](#))
- Emergency Care and Administration of Medication and Treatment (in compliance with [35 P.S. § 780-101—780-144](#))
- Parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (consistent with [§ 445 of the General Education Provisions Act \(20 U.S.C.A. § 1232h\)](#) and in compliance with [§ 12.41\(d\)](#))
- Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with [§ 12.41\(e\)](#))
- Development and Implementation of Local Wellness Program (in compliance with [Public Law 108-265, Section 204](#))
- Early Intervention Services System Act (if applicable) ([11 P.S. § 875-101—875-503](#))

- Establishment and Implementation of Student Assistance Programs at all of levels of the school system (in compliance with [24 PS § 15-1547](#))
- Acceptable Use Policy for Technology Resources
- Providing career information and assessments so that students and parents or guardians might become aware of the world of work and career options available.

Federal Programs

Coordination of Programs

Technical Assistance

The LEA provides guidance, technical assistance, and support to schools developing schoolwide programs in the areas of needs assessment, comprehensive planning, implementation, and evaluation of schoolwide program and requirements.

Describe the technical assistance provided. Explain why it was considered high quality technical assistance.

The LEA provides technical assistance including:

Needs Assessment - The LEA collects, analyzes and shares with schools multiple data points regarding the academic achievement and growth of students. The LEA also surveys all staff and parents 1-2 times per year to collect relevant information.

Comprehensive Planning - The LEA coordinates between regional leadership and school-level leadership to use the data collected in the needs assessments to set goals and create strategies and action plans and then to ensure that the strategies and plans are implemented with integrity. Plans include staffing, leadership development, professional development for teachers, support with data analysis, support with delivering content/curriculum in a high-quality manner, and support with improving instructional strategies. The LEA also works with schools to plan any needed changes to school culture in order to support students academic achievement. The LEA and the school include teachers and parents in comprehensive planning.

Implementation - The LEA provides the school with guidance and technical assistance necessary to implement the required professional development, leadership development, data analysis, and school culture improvement.

Evaluation - The LEA collects and analyzes data to evaluate the success of the comprehensive plan.

Provider	Meeting Date	Type of Assistance
Federal Programs Coordinator	2/24/2018	Parent meeting to explain the schoolwide planning process, show a sample, and begin collecting feedback.
LEA Chief Academic Officer	9/27/2017	Board Meeting to share schoolwide academic goals, plans and to gather feedback from parent board members, community members and business members.
LEA Director of Data and Analytics	5/11/2018	Technical Assistance in analyzing data and using it to inform interventions and schoolwide plans.
LEA Director of Data and Analytics	6/22/2018	Technical Assistance re: ongoing data analysis to inform interventions and to judge success of

		interventions.
LEA Director of Math Curriculum & Instruction	5/11/2018	TA on using Eureka Math
LEA Director of Math Curriculum & Instruction	5/18/2018	TA on using Eureka Math
LEA Federal Program Coordinator	6/8/2018	Parent meeting to collect final feedback on Schoolwide plan.
LEA Literacy Curriculum and Instruction Director	5/11/2018	Technical Assistance on the use of Guided Reading as an intervention strategy.
LEA Special Education Director	5/18/2018	Evaluating how to measure IEP goals.
TNTP (The New Teacher Project)	10/16/2017	Teacher survey conducted; followed by school-led discussion on data trends.
TNTP (The New Teacher Project)	4/10/2018	Teacher survey conducted; followed by school-led discussion on data trends.

Consolidation of Funds

Please indicate if your school/charter is consolidating state, local, and federal funds. (Your school/charter must keep on file an approval letter from your Regional Coordinator).

No, the school does not intend to consolidate the funds.

Needs Assessment

Charter School Accomplishments

Accomplishment #1:

Average daily attendance increased to 95.1% in the 2017-18 school year.

Accomplishment #2:

96% of students stayed with the school during the 2017-18 school year.

Accomplishment #3:

We met our school NWPEA MAP Tiered growth goal in math (37% of students met their tiered growth goal).

Accomplishment #4:

Our kindergartners met both the math and reading proficiency goals on the NWEA MAP test.

Accomplishment #5:

83% of our teachers met the instructional rubric target by February 1st (school goal was 80%) in the first year of implementing the rubric.

Charter School Concerns

Concern #1:

While we met our goal, only 50% of KWPEA student were at the 50th percentile in math on the nationally normed MAP (measures of academic progress).

Concern #2:

While we improved from our first year, only 38% of KWPEA students were at the 50th percentile in reading on the nationally normed Measures of Academic Progress exam.

Prioritized Systemic Challenges

Systemic Challenge #1 (*Guiding Question #4*) Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

Aligned Concerns:

While we met our goal, only 50% of KWPEA student were at the 50th percentile in math on the nationally normed MAP (measures of academic progress).

While we improved from our first year, only 38% of KWPEA students were at the 50th percentile in reading on the nationally normed Measures of Academic Progress exam.

Systemic Challenge #2 (*Guiding Question #1*) Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.

Aligned Concerns:

While we met our goal, only 50% of KWPEA student were at the 50th percentile in math on the nationally normed MAP (measures of academic progress).

While we improved from our first year, only 38% of KWPEA students were at the 50th percentile in reading on the nationally normed Measures of Academic Progress exam.

Charter School Level Plan

Action Plans

Goal #1: Use KIPP Philadelphia Teaching Rubric to ensure consistency between all teachers with regards to effective instruction and develop principals and assistant principals to coach and help teachers improve practice and drive student outcomes.

Related Challenges:

- Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching
- Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.

Indicators of Effectiveness:

Type: Interim

Data Source: Observations.

Specific Targets: Rubric presented and practiced in July Professional Development; Assistant Principals observe teachers throughout the year, provide feedback and coaching. We want to see teachers progressing through Tier 1-3 levels instructions.

Strategies:

Professional Development on using Teaching Rubric

Description:

Teachers learn how to manage and motivate students, how to be goal and data driven and how to introduce rigor into their classrooms through the use of the KIPP Philadelphia Teaching Rubric.

SAS Alignment: None selected

Continue to improve the knowledge and skills of School Leaders and Assistant Principals.

Description:

In the upcoming school year and over the next five years, the charter school believes one of its highest impact levers is developing its Assistant Principals, because (1) Assistant Principals are responsible for developing teachers who directly drive student outcomes; and (2) Assistant Principals are the leadership pipeline that allows for regional growth to serve more students in need. The priority will be to professionalize and standardize the support, development and management of all the Assistant Principals in the region in order to improve retention of APs and to improve the performance of teachers.

SAS Alignment: Instruction

Implementation Steps:

Coaching

Description:

After the behaviors of the three priority components of strong instruction included in the Rubric have been demonstrated in professional development (e.g how to give clear directions, use a warm, demanding tone, and to pre-teach, reteach and spiral), then Assistant Principals will provide ongoing feedback and coaching on how to integrate feedback, then another observation. A cycle until people move to Tier 3 in the Rubric.

Start Date: 7/24/2017 **End Date:** 6/4/2018

Program Area(s): Professional Education

Supported Strategies:

- Professional Development on using Teaching Rubric

Emerging Leaders Program

Description:

Emerging Leaders Program for all emergent level leaders in the network, including grade level and department chairs, assessment coordinators and any

other non-manager early-level leadership roles. ELP Program includes monthly professional development sessions and a one-on-one leadership coach who observes and holds monthly coaching meetings

Start Date: 8/15/2018 **End Date:** 6/30/2022

Program Area(s): Professional Education

Supported Strategies:

- Professional Development on using Teaching Rubric
- Continue to improve the knowledge and skills of School Leaders and Assistant Principals.

Professional Development - Instructional Rubric

Description:

Provide professional development for teachers to gain clarity on and practices the behaviors that are correlated with excellent instruction. This will be followed by ongoing coaching and feedback from school leaders.

Start Date: 8/15/2018 **End Date:** 6/30/2022

Program Area(s): Professional Education

Supported Strategies:

- Professional Development on using Teaching Rubric

Comprehensive Plan Communication

Description:

School leadership will share the comprehensive plan and the action steps to ensure we are continuing to develop as a school. The communication will include the review of data, the identified underlying issues, and the action plan to address the underlying issues. Communication will continue through the three year period by providing updates on school wide goals that are aligned to the plans outcomes, action step completion, and any adjustments to the plan.

Start Date: 8/1/2019 **End Date:** 6/30/2022

Program Area(s): Professional Education

Supported Strategies:

- Continue to improve the knowledge and skills of School Leaders and Assistant Principals.

Comprehensive Plan Monitoring

Description:

School leadership will share the comprehensive plan and the action steps to ensure we are continuing to develop as a school. The communication will include the review of data, the identified underlying issues, and the action plan to address the underlying issues. Communication will continue through the three year period by providing updates on school wide goals that are aligned to the plans outcomes, action step completion, and any adjustments to the plan

Start Date: 8/1/2019 **End Date:** 6/30/2022

Program Area(s): Professional Education

Supported Strategies:

- Continue to improve the knowledge and skills of School Leaders and Assistant Principals.

Goal #2: Increase proficiency of KWPCS students, such that at least 60% achieve the 50th percentile on the MAP assessment in math and reading.

Related Challenges:

- Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

Indicators of Effectiveness:

Type: Annual

Data Source: Measures of Academic Progress (MAP)

Specific Targets: 50% of KWPCS Kindergarten and 1st grade students achieve the 50th percentile or above in math and reading

Strategies:

Continue to improve the knowledge and skills of School Leaders and Assistant Principals.

Description:

In the upcoming school year and over the next five years, the charter school believes one of its highest impact levers is developing its Assistant Principals, because (1) Assistant Principals are responsible for developing teachers who directly drive student outcomes; and (2) Assistant Principals are the leadership pipeline that allows for regional growth to serve more students in need. The priority will be to professionalize and standardize the support, development and management of all the Assistant Principals in the region in order to improve retention of APs and to improve the performance of teachers.

SAS Alignment: Instruction

Extended School Day and School Year

Description:

KIPP Students will spend 60% more time in classrooms than students in traditional District schools. This allows us to increase instructional time in reading and math without sacrificing classes like music and art.

SAS Alignment: Instruction, Materials & Resources, Safe and Supportive Schools

Rigorous Academic Culture

Description:

Create a environment where both staff and students are focused on improving academic and social outcomes for students. This includes data cycles, student interventions, and teacher professional development.

SAS Alignment: Safe and Supportive Schools

Implementation Steps:

Improve Curriculum and Instruction using data driven instruction

Description:

Teachers and leaders will increase their knowledge and skill around instruction by prioritizing data driven instruction. DDI cycles will focus on analyzing weekly and biweekly assessments.

Start Date: 8/1/2017 **End Date:** 6/8/2018

Program Area(s): Professional Education

Supported Strategies:

- Continue to improve the knowledge and skills of School Leaders and Assistant Principals.
- Rigorous Academic Culture

Data Analysis Meetings

Description:

The school will hold data analysis meetings. These meetings will happen across all levels of the school to ensure that the data is reviewed by all team members and action plans are created/updated at the place of implementation. Data analysis meetings will happen at school level between Principal Manager and Principal, between Principal and Leadership Team and between Leadership Team Managers and their teachers

Start Date: 8/15/2018 **End Date:** 6/30/2022

Program Area(s): Professional Education

Supported Strategies:

- Rigorous Academic Culture

Intervention Blocks

Description:

The school will have intervention blocks in daily schedule targeted at math and reading remediation at all elementary and middle school grades.

Start Date: 8/15/2018 **End Date:** 6/30/2022

Program Area(s): Professional Education

Supported Strategies:

- Rigorous Academic Culture

Co-teachers in K-1 classrooms

Description:

Provide a co-teacher in each kinder and 1st grade classroom to provide a lower teacher student ratio and enable more small group instruction and academic intervention.

Start Date: 8/15/2018 **End Date:** 6/30/2022

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Rigorous Academic Culture

Reading Curriculum

Description:

Purchase additional reading curriculum that is focused on developing strong literacy and comprehension skills.

Start Date: 8/15/2018 **End Date:** 6/30/2022

Program Area(s): Student Services

Supported Strategies:

- Rigorous Academic Culture

Professional Development - Educating a diverse group of learners in an inclusive setting

Description:

Teachers will develop their knowledge and skills in the use of various intervention programs and specially designed instruction to support all learners in an inclusive setting. Specifically, the teachers will develop skills on how to implement IEPs including instruction in reading, math, science, writing, and behavior.

Start Date: 8/1/2019 **End Date:** 6/30/2022

Program Area(s): Professional Education, Special Education, Student Services

Supported Strategies:

- Continue to improve the knowledge and skills of School Leaders and Assistant Principals.
- Rigorous Academic Culture

Professional Development - Language and Literacy Acquisition

Description:

Provide general education teachers and school staff the following essential components to serve all students in an inclusive setting and successful language and literacy acquisition:

- A process for integrating teachers' understanding of academic content and English-language proficiency standards with instruction in teaching methods and assessments.
- Methods for implementing instructional strategies that ensure that academic instruction in English is meaningful and comprehensible.

- Guidance on how to implement strategies that simultaneously integrate language acquisition, language development, and academic achievement.
- Exposure to a demonstration showing why increasing academic achievement of ELLs is dependent upon multiple instructional approaches or methodologies.
- Providing a “strategies toolkit” for teachers, which offers ways to enhance and improve instruction for struggling students, based on assessment results.
- Cultural awareness is also an important component of a professional development program. To maximize achievement opportunities for ELLs, educators must understand and appreciate students’ different cultural backgrounds

Start Date: 8/1/2019 **End Date:** 6/30/2022

Program Area(s): Professional Education, Special Education, Student Services

Supported Strategies:

- Continue to improve the knowledge and skills of School Leaders and Assistant Principals.
- Rigorous Academic Culture

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed:	Use KIPP Philadelphia Teaching Rubric to ensure consistency between all teachers with regards to effective instruction and develop principals and assistant principals to coach and help teachers improve practice and drive student outcomes.	Strategy #1: Professional Development on using Teaching Rubric
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Start	End	Title			Description	Provider	Type	App.
8/15/2018	6/30/2022	Professional Development - Instructional Rubric			Provide professional development for teachers to gain clarity on and practices the behaviors that are correlated with excellent instruction. This will be followed by ongoing coaching and feedback from school leaders.	KIPP West Philadelphia CS	School Entity	Yes
		Person Responsible	SH	S	EP			
		School Leader	2	3	20			

- Knowledge and unstanding of instructional rubric

Knowledge

- Practice on how to implement each element of the rubric

Supportive Research

Instructional rubric is based on rubrics developed by the New Teacher Project, KIPP Foundation and Achievement First (Teach Like a Champion).

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.

Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

For school and district administrators, and other educators seeking leadership roles:

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.

Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Training Format

LEA Whole Group Presentation
Series of Workshops

Participant Roles

Classroom teachers
Principals / Asst. Principals

Grade Levels

Elementary - Primary (preK - grade 1)
Elementary - Intermediate (grades 2-5)

Follow-up Activities

Analysis of student work, with administrator and/or peers
Peer-to-peer lesson discussion
Lesson modeling with mentoring

Evaluation Methods

Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
Standardized student assessment

data other than the PSSA

LEA Goals Addressed:	Increase proficiency of KWPCS students, such that at least 60% achieve the 50th percentile on the MAP assessment in math and reading.	Strategy #1: Continue to improve the knowledge and skills of School Leaders and Assistant Principals. Strategy #2: Rigorous Academic Culture
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Start	End	Title	Description				Provider	Type	App.
8/1/2019	6/30/2022	Professional Development - Educating a diverse group of learners in an inclusive setting	Teachers will develop their knowledge and skills in the use of various intervention programs and specially designed instruction to support all learners in an inclusive setting. Specifically, the teachers will develop skills on how to implement IEPs including instruction in reading, math, science, writing, and behavior.				KIPP West Philadelphia Preparatory CS	School Entity	Yes
		Person Responsible	SH	S	EP				
		School Leader	2	3	25				

- Reading intervention; Math intervention; Writing intervention; Behavior intervention; Study Skills intervention;

Knowledge

- How to progress monitor SDI and write SDI-aligned IEP goals.

Supportive Research

Pattan training & materials

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Enhances the educator's content knowledge in the area of the educator's certification or assignment.

Increases the educator's teaching skills based on research on effective practice, with

attention given to interventions for struggling students.

For school and district administrators, and other educators seeking leadership roles: Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.

Training Format	LEA Whole Group Presentation Series of Workshops		
Participant Roles	Classroom teachers Principals / Asst. Principals	Grade Levels	Elementary - Primary (preK - grade 1)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Creating lessons to meet varied student learning styles	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA

LEA Goals Addressed: Increase proficiency of KWPCS students, such that at least 60% achieve the 50th Strategy #1: Continue to improve the knowledge and skills of School Leaders and

percentile on the MAP assessment in math and reading.

**Assistant Principals.
Strategy #2: Rigorous Academic Culture**

Start	End	Title	Description				
8/1/2019	6/30/2022	Professional Development - Language and Literacy Acquisition	<p>Provide general education teachers and school staff the following essential components to serve all students in an inclusive setting and successful language and literacy acquisition:</p> <ul style="list-style-type: none"> - A process for integrating teachers' understanding of academic content and English-language proficiency standards with instruction in teaching methods and assessments. - Methods for implementing instructional strategies that ensure that academic instruction in English is meaningful and comprehensible. - Guidance on how to implement strategies that simultaneously integrate language acquisition, language development, and academic achievement. - Exposure to a demonstration showing why increasing academic achievement of ELLs is dependent upon multiple instructional approaches or methodologies. - Providing a "strategies toolkit" for teachers, which offers ways to enhance and improve instruction for struggling students, based on assessment results. - Cultural awareness is also an important component of a professional development program. To maximize achievement opportunities for ELLs, educators must understand and appreciate students' different cultural backgrounds 				
	Person Responsible School Leader	SH 2	S 3	EP 25	Provider KIPP West Philadelphia Preparatory CS	Type School Entity	App. Yes

- A process for integrating teachers' understanding of academic content and English-language proficiency standards with instruction in teaching methods and assessments.

- Methods for implementing instructional strategies that ensure that academic instruction in English is meaningful and comprehensible.

- Guidance on how to implement strategies that simultaneously integrate language acquisition, language development, and academic achievement.

Knowledge

- Exposure to a demonstration showing why increasing academic achievement of ELLs is dependent upon multiple instructional approaches or methodologies.

- Providing a "strategies toolkit" for teachers, which offers ways to enhance and improve instruction for struggling students, based on assessment results.

- Cultural awareness is also an important component of a professional development program. To maximize achievement opportunities for ELLs, educators must understand and appreciate students' different cultural backgrounds

Supportive Research

PATTAN training and materials

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Enhances the educator's content knowledge in the area of the educator's certification or assignment.

Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

For school and district

Provides the knowledge and skills to think and plan strategically, ensuring that

administrators, and other educators seeking leadership roles:

assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.

Training Format	LEA Whole Group Presentation Series of Workshops		
Participant Roles	Classroom teachers Principals / Asst. Principals	Grade Levels	Elementary - Primary (preK - grade 1)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers	Evaluation Methods	Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data

Charter School Level Affirmations

We affirm that this Charter School Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 49 and Article 711. We also affirm that the contents are true and correct and that the plan was placed for public inspection in the Charter School offices and in the nearest public library until the next regularly scheduled meeting of the Board or for a minimum of 28 days whichever comes first.

We affirm that the responses in the Professional Education Core Foundations and the Professional Development Implementation Steps focus on the learning needs of each staff member to enable all staff members meet or exceed the Pennsylvania academic standards in each of the core subject areas.

Affirmed by Steve Casper on 8/1/2018

Board President

No signature has been provided

Superintendent/Chief Executive Officer

Affirmation for Compliance with the Public Official & Employee Ethics Act

The original Public Official and Employee Ethics Act (the “Ethics Act”) was amended and reenacted in 1989 by Act 9 of 1989 and in 1998 by Act 93 of 1998. (See Act 9 of 1989, 65 P.S. §401, et seq. and Act 93 of 1998, Chapter 11, 65 Pa.c.s. §1101 et seq.) The Act provides that public office is a public trust and that any effort to realize personal financial gain through public office is a violation of that trust. The Act was passed to strengthen the faith and confidence of the people of the Commonwealth in their government. The Act established the State Ethics Commission to administer and enforce the provisions of the Act and to provide guidance regarding the standards established by the Act.

The KIPP West Philadelphia CS assures that it will comply with the requirements of the Public Official and Employee Ethics Act (the “Ethics Act”) and with the policies, regulations and procedures of the Pennsylvania State Ethics Commission. Additional information about the “Ethics Act” is available on the Ethics Commission’s website at: <http://www.ethics.state.pa.us/>

Affirmed by Steve Casper on 8/1/2018

Board President

No signature has been provided

Superintendent/Chief Executive Officer