

KIPP Philadelphia Charter School

Charter School Plan

07/01/2021 - 06/30/2024

Charter School Profile

Demographics

2539 N. 16th Street
Philadelphia, PA 19132
(267)758-2630

Federal Accountability Designation:	none
Schoolwide Status:	Yes
CEO:	Ivana Gasiorowski
Date of Local Chartering School Board/PDE Approval:	7/1/2013
Length of Charter:	5 years
Opening Date:	8/1/2003
Grade Level:	K-8
Hours of Operation:	8am - 4pm
Percentage of Certified Staff:	76.00 %
Total Instructional Staff:	74
Student/Teacher Ratio:	16:1
Student Waiting List:	3433
Attendance Rate/Percentage:	93.00 %
Enrollment:	860
Per Pupil Subsidy:	\$13,000 blended between regEd and spEd
Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:	87.00 %
Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December:	192

Student Profile

Group	Student Count
American Indian/Alaskan Native	1.00
Asian/Pacific Islander	1.00
Black (Non-Hispanic)	818.00
Hispanic	32.00
White (Non-Hispanic)	5.00
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	185.00	185.00	184.00	0.00
Instructional Hours	0.00	0.00	1400.00	1400.00	1403.00	0.00

Planning Process

The Strategic Planning Committee will meet once a month, every third Wednesday, at the school in which all members of the committee will be present. Monthly meetings are planned to continue to discuss progress on the work that the school is doing. The month of May is when goals are set to be accomplished so continued planning can be done for subsequent years. The school leader, will be responsible for setting the vision and goals for the school year and the director of student supports will be responsible for gathering data for all of our learners. The school leader communicates the implementation of the plan at the teacher level. Continued communication will be the committee on an as needed basis and a mid-year check in with the board chair will be done to ensure the school is on target to meet the goals. At the end of the year, the information will presented to all appropriate stakeholders.

Mission Statement

The mission of KIPP Philadelphia Charter School is to develop the character, knowledge, and skills of our students so they will succeed in top-quality high schools, college, and the competitive world beyond.

At KIPP Philadelphia, our central goal is to ensure every student perseveres to and through college. While each of our schools is unique and reflective of the school leader and respective student body, we have a shared foundation, known as the [Five Pillars](#): high expectations, choice & commitment, more time, power to lead, and focus on results. These tenets are combined with a pervasive emphasis on college completion that starts in Kindergarten.

Our KIPP Through College (KTC) team provides support to students as they plan financially to be able to afford the cost of college tuition, transition into high school, and navigate the college application process. Once our students are enrolled in college, they continue to benefit from the support of our KTC team until they receive their college diploma.

Vision Statement

At KIPP Philadelphia, we know actions speak louder than words, and that our actual results prove what is possible for all children in our city. We have a set of Regional Beliefs that inform our actions and are shared by every member of our Team & Family. Though we may sometimes fall short of the lofty ambitions implicit in these Beliefs, we are willing to admit it and then seek to find solutions.

By sharing our Beliefs here, we hope it will help people understand what is important to us, and what we believe about teaching, learning, our children, and our place in our community.

1. The **extraordinary efforts** we make at KIPP Philadelphia are a necessary response to the achievement gap. KIPP Philadelphia is a solution, not the solution, to this problem.
2. **All children will learn** if they are taught in a high-quality way and in a safe and orderly environment.
3. By spending **more time on task**, we are able to focus on all the results that we believe are important, qualitative and quantitative.
4. **Character is as important** as academic skills for success in both school and life.
5. In their experiences at KIPP Philadelphia, our students, families, and staff should feel **valued and respected**.
6. Our students should have a **positive influence** on their families & communities.
7. We must recruit, develop, retain, and reward a **diverse team of outstanding people**.
8. We have **high expectations** for our students, and what we expect of our students we must ourselves embody and be committed to developing.
9. In order to accomplish our mission we must build **positive, trust-based relationships** with our students, families, communities and each other.
10. **We do what we say**, in alignment with our beliefs, values, mission, vision and KIPP's Five Pillars.

Shared Values

KIPP schools share a core set of operating principles known as the Five Pillars:

HIGH EXPECTATIONS

KIPP schools have clearly defined and measurable high expectations for academic achievement and conduct that make no excuses based on the students' backgrounds. Students, parents, teachers, and staff create and reinforce a culture of achievement and support through a range of formal and informal rewards and consequences for academic performance and behavior.

CHOICE & COMMITMENT

Students, their parents, and the faculty of each KIPP school choose to participate in the program. No one is assigned or forced to attend a KIPP school. Everyone must make and uphold a commitment to the school and to each other to put in the time and effort required to achieve success.

MORE TIME

KIPP schools know that there are no shortcuts when it comes to success in academics and life. With an extended school day, week, and year, students have more time in the classroom to acquire the academic knowledge and skills that will prepare them for competitive high schools and colleges, as well as more opportunities to engage in diverse extracurricular experiences.

POWER TO LEAD

The principals of KIPP schools are effective academic and organizational leaders who understand that great schools require great school leaders. They have control over their school budget and personnel. They are free to swiftly move dollars or make staffing changes, allowing them maximum effectiveness in helping students learn.

FOCUS ON RESULTS

KIPP schools relentlessly focus on high student performance on standardized tests and other objective measures. Just as there are no shortcuts, there are no excuses. Students are expected to achieve a level of academic performance that will enable them to succeed at the nation's best high schools and colleges.

COMMITMENT TO EXCELLENCE

KIPP is a partnership among parents, students, and teachers that puts learning first. All three parties sign a learning pledge called the "Commitment to Excellence," which ensures that each will do whatever it takes to help the student learn.

At KIPP Philadelphia, we know actions speak louder than words, and that our actual results prove what is possible for all children in Philadelphia. We have a set of Regional Beliefs that inform our actions and are shared by every member of our Team & Family. Though we may sometimes fall short of the lofty ambitions implicit in these Beliefs, we are willing to admit it and then seek to find solutions. By sharing our Beliefs here, we hope it will help people understand what is important to us, and what we believe about teaching, learning, our children, and our place in our community.

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Educational Community

In 2003, KIPP Philadelphia Charter School (KPCS) opened with 90 fifth graders and one promise: that we would do whatever it takes to help our students climb the mountain to college. KIPP Philadelphia Charter School is a free, open-enrollment public charter school that currently serves 860 K-8 students. KIPP Philadelphia Charter School students spend more time on task, attending school from 8:00am to 3:45 pm. In total, KPCS students spend approximately 60% more time in class than their peers in the School District of Philadelphia. 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. KIPP Philadelphia Charter School also offers unique courses such as art, step, and service-learning. Students are supplied with rich learning experiences through the exposure of diverse ideas and concepts. The culmination of these courses develops our students into well-rounded leaders equipped to serve their school and community.

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 KPCS 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. Also, in keeping with the KIPP philosophy of "No shortcuts and no excuses," all teachers are available to the students via cell phone until 9:30pm seven days per week so that students can ask questions, report expected tardiness or have an emergency contact.

KPCS 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 KPCS 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	Vice President	2539 N. 16th Street, Philadelphia, PA 19132	267-758-2630	info@kippphiladelphia.org
Toya Algarin	Member	2539 N. 16th	267-758-2630	info@kippphiladelphia.org

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Natasha Boston	Member	2539 N. 16th Street, Philadelphia, PA 19132	267-758-2630	info@kippphiladelphia.org
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David Reuter	Member	2539 N. 16th Street, Philadelphia, PA 19132	267-758-2630	info@kippphiladelphia.org
Hershel Richman	Secretary	2539 N. 16th Street, Philadelphia, PA 19132	267-758-2630	info@kippphiladelphia.org
Nancy Scharff	Member	2539 N. 16th Street, Philadelphia, PA 19132	267-758-2630	info@kippphiladelphia.org
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Samuel Whitaker	Treasurer	2539 N. 16th Street, Philadelphia, PA 19132	267-758-2630	info@kippphiladelphia.org
Leigh Whitaker	Member	2539 N. 16th Street, Philadelphia, PA 19132	267-758-2630	info@kippphiladelphia.org
Samantha Wilson	President	2539 N. 16th Street, Philadelphia,	267-758-2630	info@kippphiladelphia.org

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Board of Trustees Professional Development

In March board members receive professional development and a detailed presentation on the legal responsibilities of charter school boards. When onboarding new members, education is provided on charter school law, the Sunshine Act, and board fiscal and legal responsibilities. In December, a consulting firm conducts a board retreat that allows reflection on board operations, to learn best practices, and create a board member agreement.

Governance and Management

The school has contracted with KIPP Administrative Services Corporation (KASC) to coordinate between the governance and management of the school. KIPP Administrative Services Corporation, under contract with the Board of Trustees, manages the school leader and reports to the board. KIPP Administrative Services Corporation participates on all board committees and meetings to present updates on the daily operations of the school. This is done so the school administration and the board of trustees are informed of each group's most recent activity. The board is also divided into subcommittees and has a chairman 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 KPCS 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 September for the following school year. All grades are subject to the same enrollment and lottery process. KIPP Philadelphia Charter School staff advertises open registration to students residing within the Philadelphia city limits. Interested families may submit applications beginning September 28 until January 28 through the Apply Philly Charter System. If the number of applicants to KPCS 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 February of each year.

KIPP Philadelphia Charter School shall enroll students who reside within Philadelphia city limits. 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. Finally, Charter law states that a child of a parent who actively participated in the school's development may be given preference. We interpret that to include all children of staff, members of the board, and children of alumni. The order in which our enrollment preferences will be applied is as follows:

1. Returning students, who are automatically assigned a space in the Charter School;
2. Students currently enrolled in another KIPP School;
3. Students having sibling and/or founder preference;
4. Students of staff employed by a school in the network;
5. Students of alumni of a school in the network;

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 KPCS. 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 KPCS 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 regional operations leader 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 which there is to be a lottery are assigned a number, starting at "1." A .pdf and a hard-copy of the student list with the student numbers should be created and filed. Then using a random number generator (RNG) the numbers (completely blinded from student names) are scrambled. This list is also to be saved as a .pdf and as a hard-copy and filed. Student names are then matched back to their original numbers in the order determined by the RNG. All students whose names fall within the target number are enrolled. All other students are placed, in order, onto a wait-list.

Matriculation

After the lottery has been conducted, all families are contacted by phone and by mailing to notify them of their child's status and answer any questions the family may have regarding lottery or wait-list procedures. The office staff will determine the times and days families may come in to the school to complete all enrollment paperwork.

Wait-list

Inevitably, some families will change their minds about enrolling their child at KIPP. As families withdraw their applications, the families on the wait-list are contacted, in order, and offered the newly available spot. If the family on the wait-list that is contacted decides not to enroll, they are removed from the wait-list and the next family is contacted. The list itself is maintained in our student enrollment and registration portal, SchoolMint. As families accept or decline their spots at KPCS, the waitlist is automatically recalibrated.

Parent Communication

Communications to parents regarding registration procedures, dates, and when applicable, a description of the lottery process.

No files have been uploaded.

Registration Policy

Registration Policy

PDF file uploaded.

Intent to Enroll Form

Intent to Enroll Form (English and all other languages)

No file has been uploaded.

Student Enrollment History

Enrollment History—Part I

School Year	Number of Students at the Beginning of the School Year	Number of Students at the End of the School Year	Number of Students Expelled	Reasons Students Withdrew During the Year	Number of Students Retained
2009	345	324	0		3
2010	333	319	0		3
2011	551	502	0		6
2012	683	667	0		4
2013	895	889	0		4
2014	1153	1123	2		8
2015	753	748	0		10
2016	800	792	0		4
2017	800	793	0		2
2018	858	853	0		5
2019	862	859	0		1

Enrollment History—Part 2—Enrollment by Grade by School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12
2011	75					95	90	78	76	106			
2012	75	75				91	97	89	67	108	91	4	
2013	75	75	75							137	108	83	
2014	81	81	74	74		96	101	91	92	151	133	105	74
2015	81	81	76	77	75	92	86	90	90	168	147	118	86
2016	77	81	80	76	75	92	93	91	88	0	0	0	0
2017	100	101	80	78	74	94	87	93	86	0	0	0	0
2018	108	109	104	80	79	94	97	90	92	0	0	0	0
2019	101	105	109	104	80	92	90	91	87	0	0	0	0

Stakeholder Involvement

Stakeholders named below were involved in developing schoolwide priorities and plans in the following manner:

Parent meetings where information about how Federal programs impact KIPP Philadelphia CS, the difference between Targeted Assistance support and Schoolwide support, and the rationale for creating and submitting a schoolwide plan was shared, as well as samples of past schoolwide plans from other KIPP schools were shared. Feedback was solicited from parents on issues of academics, student engagement and attendance, school safety and culture, teacher engagement with students and parents, parent involvement in the school, and other topics. Parents on this committee as well as any other parents who attended meetings on the topic helped to provide input and to review schoolwide plan drafts before the final plan was submitted.

Meetings for teachers, specialists, and administrators where data about different aspects of student and school performance were shared, such as MAP test data, PSSA test data, attendance, suspensions, additional data related to school culture, Saturday school attendance, and parent involvement. Data was analyzed with this group and feedback was requested from the group in order to support the development of priorities for the schoolwide plan.

Data was also gathered from teachers and staff using an online survey, Insight, developed by the New Teachers Project, which was given twice in 2018-19.

Feedback and input was gathered from Business Leaders at several meetings throughout the year when KIPP Philadelphia CS academic data and priorities were explained and feedback and input was requested in order to support the development of priorities for the schoolwide plan.

Name	Role
Toya Algarin	Community Representative
Sheila Ames	Middle School Teacher - Regular Education
Shelly Beaser	Business Representative
Kate Crossett	Ed Specialist - Other
Jessica Cunningham-Akoto	Community Representative
Elizabeth DiPlacido	Elementary School Teacher - Regular Education
Ivana Gasiorowski	Building Principal
Shar'Bral Jones	Elementary School Teacher - Special Education
Samantha Jones	Business Representative
Jenee Lee	High School Teacher - Regular Education
Amanda McBride	Middle School Teacher - Regular Education
Amanda McBride	High School Teacher - Regular Education
Rebecca Moberly	Administrator
Wydia Simmons	Parent
Tara Stanley	Ed Specialist - School Counselor
Isaiah Walker	Administrator
Natalie Wiltshire	Parent

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 all parents once each 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 for any needed changes to school culture in order to support student academic achievement. The LEA and the school includes teachers and parents in comprehensive planning.

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

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

Provider	Meeting Date	Type of Assistance
LEA Chief Academic Officer	9/12/2018	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	11/1/2018	Technical Assistance in analyzing data and using it to inform interventions (and schoolwide planning)
LEA Directors of Math Curriculum and Instruction	1/9/2019	Technical Assistance on reading and math curriculum and progress towards goals
LEA Federal Program Coordinator	5/9/2019	Parent meeting to explain the Schoolwide planning process, show a sample, and begin collecting feedback.

LEA Special Education Director	3/7/2019	Evaluating how to measure IEP goals within multiple goal areas.
TNTP (The New Teacher Project)	10/30/2018	Teacher Survey conducted; followed by school-led discussion on data trends.
TNTP (The New Teacher Project)	4/30/2019	Teacher survey conducted; followed by school-led discussions of 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:

In the 18-19 school year, 98% of students stayed enrolled for the entire year.

Accomplishment #2:

The school is serving the students who need us - over 87% of our students receive Free or Reduced Price meals

Accomplishment #3:

We have a sustainable governance structure that operates with integrity. We have a strict conflict-of-interest policy, adhere to our by-laws, and publish our meeting minutes online.

Accomplishment #4:

Grades 5-8 increased by five percent of students achieving proficient or above on the PSSA

Accomplishment #5:

Decreased number of students who are below basic by 14% in grades 5-8

Charter School Concerns

Concern #1:

While the percentage of students increased, only 33% of students were proficient on the PSSA ELA exam in spring 2019 for grades 5-8.

Concern #2:

While the number of below basic students decreased, only 11% of students were proficient on the PSSA math exam in Spring 2019 in grades 5-8.

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 the percentage of students increased, only 33% of students were proficient on the PSSA ELA exam in spring 2019 for grades 5-8.

While the number of below basic students decreased, only 11% of students were proficient on the PSSA math exam in Spring 2019 in grades 5-8.

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 the percentage of students increased, only 33% of students were proficient on the PSSA ELA exam in spring 2019 for grades 5-8.

While the number of below basic students decreased, only 11% of students were proficient on the PSSA math exam in Spring 2019 in grades 5-8.

Charter School Level Plan

Action Plans

Goal #1: Increase grade level proficiency in both math and reading

Related Challenges:

- 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.
- 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: NWEA MAP

Specific Targets: 50% of students will be at or above the 50th percentile on the NWEA Map exam in reading.

40% of students will be at or above the 50th percentile on the NWEA Map exam in reading.

Strategies:

Rigorous Academic Culture

Description:

Create an rigorous academic culture including staff and students. This includes data cycles, student interventions, professional development and coaching.

SAS Alignment: Safe and Supportive Schools

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 art and music.

SAS Alignment: None selected

Implementation of Instructional Rubric to Ensure Alignment of Strong Instruction

Description:

The best practice will be to introduce all KIPP teachers to a rubric that clearly defines the classroom instructional behaviors that can be seen in strong instruction. Then Assistant Principals will regularly observe teachers teaching, look for those instructional behaviors, and provide feedback and coaching to allow teachers to improve.

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

Implementation Steps:

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: 8/1/2018 **End Date:** 6/30/2021

Program Area(s): Professional Education

Supported Strategies:

- Rigorous Academic Culture
- Extended School Day and School Year

- Implementation of Instructional Rubric to Ensure Alignment of Strong Instruction

Professional Development - Data Driven Instruction

Description:

Teachers and leaders will increase their knowledge and skill of instructing students by prioritizing Data Driven Instruction. Data-Driven Instruction (DDI) is effective if it is connected to what is being taught every day: Using data systematically to ask questions and obtain insight about student progress is a logical way to monitor continuous improvement and tailor instruction to the needs of each student. Armed with data and the means to harness the information data can provide, educators can make instructional changes aimed at improving student achievement. (Using Student Achievement Data to Support Instructional Decision Making, What Works Clearinghouse) The goal is to increase the frequency of its DDI cycles by focusing on analyzing weekly and biweekly assessments. These more frequent cycles are more effective than quarterly cycles (e.g., interims followed by Data Days), which has traditionally been its focus. While the school will still analyze quarterly, trimester, and unit/module assessments, analysis of more frequent assessments will allow it to take this practice into the day-to-day work of leaders and teachers. Simultaneously, we are tightening up our practices for analyzing benchmark and interim assessments to increase the effectiveness of our DDI across assessment types. Finally, as teachers use the data to plan next steps with students, the charter school will use an RTII model to norm around a shared language to empower teachers to intervene and differentiate within their classrooms when students do not master PA Core content. As a partner region with KIPP Foundation, the charter school is provided with ongoing curriculum and instructional support and professional development. In the next five years the charter school will increase the knowledge and skills of its teachers in order to create teachers that are masters of the standards they are delivering.

Start Date: 8/1/2018 **End Date:** 6/30/2021

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

Supported Strategies:

- Rigorous Academic Culture
- Implementation of Instructional Rubric to Ensure Alignment of Strong Instruction

Professional Development - Instructional Rubric

Description:

There will be an initial orientation to allow teachers to gain clarity on and practice the behaviors that are correlated iwth excellent instruction. This will be followed by ongoing coaching and feedback by Assistant Principals.

Start Date: 7/1/2018 **End Date:** 6/30/2021

Program Area(s): Professional Education, Teacher Induction, Special Education

Supported Strategies:

- Rigorous Academic Culture
- Implementation of Instructional Rubric to Ensure Alignment of Strong Instruction

Professional Development - All 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: 8/1/2018 **End Date:** 6/30/2021

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

Supported Strategies:

- Rigorous Academic Culture
- Extended School Day and School Year
- Implementation of Instructional Rubric to Ensure Alignment of Strong Instruction

Comprehensive Plan Monitoring

Description:

Through an annual school setting process and then monthly school performance dashboards, the school will carefully monitor the progress to goals set in this plan. Additionally, the school will review the implementation steps on an annual basis to ensure that steps have been completed and they are resulting in the desired outcome.

Start Date: 7/1/2018 **End Date:** 6/30/2021

Program Area(s): Professional Education

Supported Strategies:

- Rigorous Academic Culture
- Extended School Day and School Year
- Implementation of Instructional Rubric to Ensure Alignment of Strong Instruction

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:** 6/30/2021

Program Area(s): Special Education, Student Services

Supported Strategies:

- 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:** 9/30/2021

Program Area(s): Professional Education

Supported Strategies:

- Rigorous Academic Culture

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:** 6/30/2021

Program Area(s): Professional Education

Supported Strategies:

- Rigorous Academic Culture
- Implementation of Instructional Rubric to Ensure Alignment of Strong Instruction

Professional Development - Assistant Principal

Description:

1. Set a regional bar of excellence of school leadership performance criteria (where leaders can backwards map development opportunities to what will help others get to the bar) 2. Evaluate APs against the bar and diagnose gaps 3. Create AP development plans to shore up the gaps (a collaborative effort of the School Leader, the AP, and the School Leader Manager) 4. Instill School Leader Habits of AP development and monitor AP's progress against the development plan monthly

Start Date: 7/1/2018 **End Date:** 6/30/2021

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Rigorous Academic Culture

Professional Development - School Leader

Description:

Set clear school goals, coach, train and mentor school leaders on the school goals and the scaffolding needed to provide to staff needed to meet those goals. One of those goals include a clear instructional standard that should be met in every classroom. The School Leaders will be developed in how to train and manage teachers and teachers coaches to meet and exceed the instructional standards.

Start Date: 7/1/2018 **End Date:** 6/30/2021

Program Area(s): Professional Education

Supported Strategies:

- Rigorous Academic Culture
- Implementation of Instructional Rubric to Ensure Alignment of Strong Instruction

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: 7/1/2018 **End Date:** 6/30/2021

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

Supported Strategies:

- Rigorous Academic Culture

PD on Management and Motivation Rubric Strands

Description:

Provide extensive professional development on the management and student motivation strands in the instructional rubric. Following the professional development, school leaders provide extensive coaching, observation, and feedback to teachers.

Start Date: 8/15/2018 **End Date:** 6/30/2021

Program Area(s): Professional Education

Supported Strategies:

- Rigorous Academic Culture
- Implementation of Instructional Rubric to Ensure Alignment of Strong Instruction

Extended Math and Reading Blocks

Description:

Extended math and reading blocks for students that will help build foundational skills leading to high proficiency rates.

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

Program Area(s): Student Services

Supported Strategies:

- Rigorous Academic Culture
- Extended School Day and School Year

*Co-Teachers in K-1 Classrooms***Description:**

Provide co-teachers in all K-1 classrooms to provide more capacity for small group instruction and student intervention.

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

Program Area(s): Student Services

Supported Strategies:

- Rigorous Academic Culture
- Extended School Day and School Year

*Partner with Jounce***Description:**

Partner with Jounce to provide ongoing teacher coaching and development for assistant principals.

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

Program Area(s): Professional Education

Supported Strategies:

- Implementation of Instructional Rubric to Ensure Alignment of Strong Instruction

Classroom Libraries

Description:

Increase the number of leveled books in classroom libraries.

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

Program Area(s): Student Services

Supported Strategies:

- Rigorous Academic Culture

Goal #2: 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: NWEA Map

Specific Targets: 50% of students will be at or above the 50th percentile on the NWEA Map exam in reading.

40% of students will be at or above the 50th percentile on the NWEA Map exam in math.

Strategies:

Rigorous Academic Culture

Description:

Create an rigorous academic culture including staff and students. This includes data cycles, student interventions, professional development and coaching.

SAS Alignment: Safe and Supportive Schools

Implementation of Instructional Rubric to Ensure Alignment of Strong Instruction

Description:

The best practice will be to introduce all KIPP teachers to a rubric that clearly defines the classroom instructional behaviors that can be seen in strong instruction. Then Assistant Principals will regularly observe teachers teaching, look for those instructional behaviors, and provide feedback and coaching to allow teachers to improve.

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

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 School Leaders and Assistant Principals, because: (1) Leaders are responsible for developing teachers who directly drive student outcomes; and (2) Leaders are the leadership pipeline that allows for regional growth to serve more students in need. As the front-line managers responsible for supporting and managing teachers, the leaders are the key lever for improving the quality of teaching in classrooms. The charter school is participating as members of the steering committee in the KIPP Foundation/ Ed Fuel partnership and the work in this priority will include professionalizing and standardizing the support, development, and management of all the leaders in the region, with the hope of bolstering its leadership pipeline by improving the support of those who are closest to School Leadership; increasing its retention of New-to-KIPP APs improving performance of its teachers through improving the effectiveness of teacher coaching; and piloting HR/performance management tools and strategies that can be driven through the rest of its organization in the upcoming school year, over the next five years, and beyond.

SAS Alignment: Standards, Instruction

Implementation Steps:

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: 8/1/2018 **End Date:** 6/30/2021

Program Area(s): Professional Education

Supported Strategies:

- Continue to Improve the Knowledge and Skills of School Leaders and Assistant Principals
- Rigorous Academic Culture
- Implementation of Instructional Rubric to Ensure Alignment of Strong Instruction

Professional Development - Instructional Rubric

Description:

There will be an initial orientation to allow teachers to gain clarity on and practice the behaviors that are correlated with excellent instruction. This will be followed by ongoing coaching and feedback by Assistant Principals.

Start Date: 7/1/2018 **End Date:** 6/30/2021

Program Area(s): Professional Education, Teacher Induction, Special Education

Supported Strategies:

- Continue to Improve the Knowledge and Skills of School Leaders and Assistant Principals
- Rigorous Academic Culture

- Implementation of Instructional Rubric to Ensure Alignment of Strong Instruction

Professional Development - Data Driven Instruction

Description:

Teachers and leaders will increase their knowledge and skill of instructing students by prioritizing Data Driven Instruction. Data-Driven Instruction (DDI) is effective if it is connected to what is being taught every day: Using data systematically to ask questions and obtain insight about student progress is a logical way to monitor continuous improvement and tailor instruction to the needs of each student. Armed with data and the means to harness the information data can provide, educators can make instructional changes aimed at improving student achievement. (Using Student Achievement Data to Support Instructional Decision Making, What Works Clearinghouse) The goal is to increase the frequency of its DDI cycles by focusing on analyzing weekly and biweekly assessments. These more frequent cycles are more effective than quarterly cycles (e.g., interims followed by Data Days), which has traditionally been its focus. While the school will still analyze quarterly, trimester, and unit/module assessments, analysis of more frequent assessments will allow it to take this practice into the day-to-day work of leaders and teachers. Simultaneously, we are tightening up our practices for analyzing benchmark and interim assessments to increase the effectiveness of our DDI across assessment types. Finally, as teachers use the data to plan next steps with students, the charter school will use an RTII model to norm around a shared language to empower teachers to intervene and differentiate within their classrooms when students do not master PA Core content. As a partner region with KIPP Foundation, the charter school is provided with ongoing curriculum and instructional support and professional development. In the next five years the charter school will increase the knowledge and skills of its teachers in order to create teachers that are masters of the standards they are delivering.

Start Date: 8/1/2018 **End Date:** 6/30/2021

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

Supported Strategies:

- Continue to Improve the Knowledge and Skills of School Leaders and Assistant Principals
- Rigorous Academic Culture

- Implementation of Instructional Rubric to Ensure Alignment of Strong Instruction

Professional Development - All 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: 8/1/2018 **End Date:** 6/30/2021

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
- Implementation of Instructional Rubric to Ensure Alignment of Strong Instruction

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: 7/1/2018 **End Date:** 6/30/2021

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
- Implementation of Instructional Rubric to Ensure Alignment of Strong Instruction

Comprehensive Plan Monitoring

Description:

Through an annual school setting process and then monthly school performance dashboards, the school will carefully monitor the progress to goals set in this plan. Additionally, the school will review the implementation steps on an annual basis to ensure that steps have been completed and they are resulting in the desired outcome.

Start Date: 7/1/2018 **End Date:** 6/30/2021

Program Area(s): Professional Education

Supported Strategies:

- Continue to Improve the Knowledge and Skills of School Leaders and Assistant Principals
- Rigorous Academic Culture

- Implementation of Instructional Rubric to Ensure Alignment of Strong Instruction

Professional Development - Assistant Principal

Description:

1. Set a regional bar of excellence of school leadership performance criteria (where leaders can backwards map development opportunities to what will help others get to the bar) 2. Evaluate APs against the bar and diagnose gaps 3. Create AP development plans to shore up the gaps (a collaborative effort of the School Leader, the AP, and the School Leader Manager) 4. Instill School Leader Habits of AP development and monitor AP's progress against the development plan monthly

Start Date: 7/1/2018 **End Date:** 6/30/2021

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Continue to Improve the Knowledge and Skills of School Leaders and Assistant Principals

Professional Development - School Leader

Description:

Set clear school goals, coach, train and mentor school leaders on the school goals and the scaffolding needed to provide to staff needed to meet those goals. One of those goals include a clear instructional standard that should be met in every classroom. The School Leaders will be developed in how to train and manage teachers and teachers coaches to meet and exceed the instructional standards.

Start Date: 7/1/2018 **End Date:** 6/30/2021

Program Area(s): Professional Education

Supported Strategies:

- Continue to Improve the Knowledge and Skills of School Leaders and Assistant Principals

PD on Management and Motivation Rubric Strands

Description:

Provide extensive professional development on the management and student motivation strands in the instructional rubric. Following the professional development, school leaders provide extensive coaching, observation, and feedback to teachers.

Start Date: 8/15/2018 **End Date:** 6/30/2021

Program Area(s): Professional Education

Supported Strategies:

- Rigorous Academic Culture

Goal #3: 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.

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: NWEA Map

Specific Targets: 50% of students will be at or above the 50th percentile on the NWEA Map exam in reading.

40% of students will be at or above the 50th percentile on the NWEA Map exam in math.

Strategies:

Rigorous Academic Culture

Description:

Create an rigorous academic culture including staff and students. This includes data cycles, student interventions, professional development and coaching.

SAS Alignment: Safe and Supportive Schools

Implementation Steps:

Comprehensive Plan Communication

Description:

School leadership will share the comprehensive plan and the action steps to ensure we are continuing to devleop 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: 8/1/2018 **End Date:** 6/30/2021

Program Area(s): Professional Education

Supported Strategies:

- Rigorous Academic Culture

Professional Development - Data Driven Instruction

Description:

Teachers and leaders will increase their knowledge and skill of instructing students by prioritizing Data Driven Instruction. Data-Driven Instruction (DDI) is effective if it is connected to what is being taught every day: Using data

systematically to ask questions and obtain insight about student progress is a logical way to monitor continuous improvement and tailor instruction to the needs of each student. Armed with data and the means to harness the information data can provide, educators can make instructional changes aimed at improving student achievement. (Using Student Achievement Data to Support Instructional Decision Making, What Works Clearinghouse) The goal is to increase the frequency of its DDI cycles by focusing on analyzing weekly and biweekly assessments. These more frequent cycles are more effective than quarterly cycles (e.g., interims followed by Data Days), which has traditionally been its focus. While the school will still analyze quarterly, trimester, and unit/module assessments, analysis of more frequent assessments will allow it to take this practice into the day-to-day work of leaders and teachers. Simultaneously, we are tightening up our practices for analyzing benchmark and interim assessments to increase the effectiveness of our DDI across assessment types. Finally, as teachers use the data to plan next steps with students, the charter school will use an RTII model to norm around a shared language to empower teachers to intervene and differentiate within their classrooms when students do not master PA Core content. As a partner region with KIPP Foundation, the charter school is provided with ongoing curriculum and instructional support and professional development. In the next five years the charter school will increase the knowledge and skills of its teachers in order to create teachers that are masters of the standards they are delivering.

Start Date: 8/1/2018 **End Date:** 6/30/2021

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

Supported Strategies:

- Rigorous Academic Culture

Professional Development - Assistant Principal

Description:

1. Set a regional bar of excellence of school leadership performance criteria (where leaders can backwards map development opportunities to what will help others get to the bar)
2. Evaluate APs against the bar and diagnose gaps
3. Create AP development plans to shore up the gaps (a collaborative effort of the School Leader, the AP, and the School Leader Manager)
4. Instill School Leader Habits of AP development and monitor AP's progress against the development plan monthly

Start Date: 7/1/2018 **End Date:** 6/30/2021

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Rigorous Academic Culture

Professional Development - School Leader

Description:

Set clear school goals, coach, train and mentor school leaders on the school goals and the scaffolding needed to provide to staff needed to meet those goals. One of those goals include a clear instructional standard that should be met in every classroom. The School Leaders will be developed in how to train and manage teachers and teachers coaches to meet and exceed the instructional standards.

Start Date: 7/1/2018 **End Date:** 6/30/2021

Program Area(s): Professional Education

Supported Strategies:

- Rigorous Academic Culture

Comprehensive Plan Monitoring

Description:

Through an annual school setting process and then monthly school performance dashboards, the school will carefully monitor the progress to goals set in this plan. Additionally, the school will review the implementation steps on an annual basis to ensure that steps have been completed and they are resulting in the desired outcome.

Start Date: 7/1/2018 **End Date:** 6/30/2021

Program Area(s): Professional Education

Supported Strategies:

- Rigorous Academic Culture

PD on Management and Motivation Rubric Strands

Description:

Provide extensive professional development on the management and student motivation strands in the instructional rubric. Following the professional development, school leaders provide extensive coaching, observation, and feedback to teachers.

Start Date: 8/15/2018 **End Date:** 6/30/2021

Program Area(s): Professional Education

Supported Strategies:

- 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:** 9/30/2021

Program Area(s): Professional Education

Supported Strategies:

- Rigorous Academic Culture

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:** 6/30/2021

Program Area(s): Professional Education

Supported Strategies:

- Rigorous Academic Culture

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 for a minimum of 28 days.

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.

No signature has been provided

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 Philadelphia Charter School 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/>

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer