KIPP West Philadelphia Preparatory Charter School

Charter School Plan

07/01/2019 - 06/30/2022

Charter School Profile

Demographics

5900 Baltimore Ave
Philadelphia, PA 19143
(215)294-2973

Federal Accountability Designation:	none
Schoolwide Status:	Yes
CEO:	Cheshonna Miles
Date of Local Chartering School Board/PDE Approval:	2/18/2009
Length of Charter:	5 years, renewed on 7/1/2017
Opening Date:	8/1/2009
Grade Level:	5 - 8
Hours of Operation:	Monday - Friday, 7:30am-4:00pm
Percentage of Certified Staff:	75.00 %
Total Instructional Staff:	27
Student/Teacher Ratio:	16:1
Student Waiting List:	543
Attendance Rate/Percentage:	93.30 %
Enrollment:	362
Per Pupil Subsidy:	13000 blended between regEd and spEd
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:	70

Student Profile

Group	Student Count
American Indian/Alaskan Native	0.00
Asian/Pacific Islander	0.00
Black (Non-Hispanic)	339.00
Hispanic	6.00
White (Non-Hispanic)	1.00
Multicultural	14.00

Instructional Days and Hours

Number Of	K (AM)	K (PM)	K (FT)	Elementary	Middle	Secondary

Instructional Days	0.00	0.00	0.00	0.00	192.00	0.00
Instructional Hours	0.00	0.00	0.00	0.00	1350.00	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. Miles, the School Leaders, 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. Cheshonna Miles 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 Preparatory 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.

Vision Statement

The founders of KIPP West Philadelphia Preparatory Charter School strongly believe that a college education is vital to gaining opportunities in life and being competitive in today's sophisticated workforce. Therefore, an immediate goal for the school is to send each and every graduate of KIPP West Philadelphia Preparatory Charter School to a high school that is capable of preparing him/her to enroll in and successfully graduate from college. Specifically, KIPP West Philadelphia Preparatory Charter School intends to place its graduating eighth grade students in top private schools, elite boarding institutions and successful public high schools (including KIPP DuBois Collegiate Academy) so they may continue the rigorous and intense learning journey they will have started at KIPP.

The vision with regards to instructional technology is to use available technologies to support the academic goals of the students. Technology is viewed as tool that helps students to develop the skills and habits needed to succeed in high school, college and the competitive world beyond.

Shared Values

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

Value	Description
Student Focused	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: - Makes decisions that puts student needs ahead of their own.
Ownership & Accountability	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: - 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	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: - 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	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: - 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

	relationships. - Anticipates and identifies problems in relationships and generates multiple approaches to addressing them.
Cultural Competence	We seek understanding of and honor the vast similarities and differences of student culture, staff culture, social contexts, and communities we serve. Leader: - 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	We communicate openly, honestly, directly and professionally. Leader: - 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	We always model the professional standards defined by the school and region. Leader: - 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	We know that atypical results require atypical effort. We are not limited by conventions and we ask ourselves 'what will it take?' Leader: - 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.

Educational Community

KIPP West Philadelphia Preparatory Charter School is a public charter school that opened in West Philadelphia in 2009. As part of the KIPP network of high-performing college-preparatory schools, KWPP is a free, open-enrollment public charter school that currently serves 360 5th - 8th grade students. KIPP West Philadelphia Preparatory Charter School 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 three 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. KIPP West also offers unique courses such as art, step, and service-learning. KIPP West supplies students 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 KIPP West Philadelphia Preparatory Charter School 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 Preparatory Charter School 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 Preparatory Charter School 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 Avenue, Suite #3500D	215-294-8596	info@kippphiladelphia.org
Natasha Boston	Member	5070 Parkside Avenue, Suite 3500D	215-294-8596	info@kippphiladelphia.org
Steve Casper	President	5070 Parkside Avenue, #3500	215-294-8596	info@kippphiladelphia.org
Jerry Davidse	Member	5070 Parkside Avenue, Suite #3500D	215-294-8596	info@kippphiladelphia.org
Alisa Field	Secretary	5070 Parkside, Suite #3500	215-294-8596	info@kippphiladelphia.org
David Reuter	Member	5070 Parkside Ave, Suite #3500	215-294-8596	info@kippphiladelphia.org
Nancy Scharff	Member	5070 Parkside Avenue, Suite #3500	215-294-8596	info@kippphiladelphia.org
Wydia Simmons	Member	5070 Parkside Ave, Suite #3500	215-294-8596	info@kippphiladelphia.org
Samuel Whitaker	Treasurer	5070 Parkside Avenue, Suite #3500D	215-294-8596	info@kippphiladelphia.org
Samantha Wilson	Vice President	5070 Parkside Avenue, Suite #3500	215-294-8596	info@kippphiladelphia.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 KWPP 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. KWPP 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 KWPP 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.

KWPP shall enroll students from the attendance zones of the following schools: Anderson, Bryant, Hamilton, Harington, Huey, Longstreth and Mitchell (“Catchment Area 1”), and Alexander Wilson, Barry, Blankenburg, Cassidy, Comegys, Drew, Heston, Lamberton, Lea, Leidy, Locke, Martha Washington, McMichael, Overbrook Elementary, Penn Alexander and Powel (“Catchment Area 2”).

The order in which our enrollment preferences will be applied is as follows:

KWPP 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, (ii) all applicants from Catchment Area 1, and (iii) after first admitting all applicants from Catchment Area 1, all applicants from Catchment Area 2, KWPP 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 KWPP 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 KWPP. 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 KWPP 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 Managing Director of Finance and 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 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 KWPP, the waitlist is automatically recalibrated.

Parent Communication

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

Files uploaded:

- SY17-18 Enrollment FAQ.pdf

Registration Policy

Registration Policy

PDF file uploaded.

Intent to Enroll Form

Intent to Enroll Form (English and all other languages)

PDF file uploaded.

Student Enrollment History

Enrollment History—Part I

School Year	Number of	Number of	Number of	Reasons	Number of

	Students at the Beginning of the School Year	Students at the End of the School Year	Students Expelled	Students Withdrew During the Year	Students Retained
2010	184	176	0		6
2011	264	259	0		10
2012	335	331	0		1
2013	349	349	0		8
2014	373	365	0		6
2015	364	357	0		1
2016	361	361	0		0
2017	361	358	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
2010	0	0	0	0	0	93	91	0	0	0	0	0	0
2011	0	0	0	0	0	93	90	81	0	0	0	0	0
2012	0	0	0	0	0	89	90	83	73	0	0	0	0
2011	0	0	0	0	0	93	93	90	73	0	0	0	0

3													
2014	0	0	0	0	0	93	95	92	91	0	0	0	0
2015	0		0		0		0	93	93	91	87	0	0	0	0
2016			0		0		0	0	0	93	89	90	89	0	0	0	0
2017			0		0		0	0	0	90	92	87	92	0	0	0	0

Stakeholder Involvement

Name	Role
Toya Algarin	Community Representative
Shelly Beaser	Business Representative
Kate Crossett	Ed Specialist - Other
Jessica Cunningham-Akoto	Community Representative
Jessica Dixon	Elementary School Teacher - Regular Education
Patrice Green	Administrator
Alexis Gutierrez-Gray	Middle School Teacher - Special Education
Samantha Jones	Business Representative
Cheshonna Miles	Building Principal
Shavonne Nesby	Elementary School Teacher - Regular Education
Matt Rankin	Administrator
Joseline Santiago	Middle School Teacher - Regular Education
Joseline Santiago	High School Teacher - Regular Education
Wydia Simmons	Parent
Jonathan Walker	High School Teacher - Regular Education
Kira White	Ed Specialist - School Counselor
Natalie Wiltshire	Parent

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary 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
Early Childhood Education: Infant-Toddler→Second Grade	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":

KWPP serves grades 5-8 so does not serve students in this grade level.

Elementary Education-Intermediate 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,	Accomplished	Accomplished

Standards	Mapping	Alignment
Science and Technical Subjects		
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Developing	Developing
Environment and Ecology	Developing	Developing
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	Developing	Developing
English Language Proficiency	Developing	Developing
Interpersonal Skills	Accomplished	Accomplished
School Climate	Accomplished	Accomplished

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

This narrative is empty.

Middle Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing
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	Developing	Developing
Economics	Developing	Developing
Environment and Ecology	Accomplished	Developing
Family and Consumer Sciences	Developing	Developing
Geography	Developing	Developing
Health, Safety and Physical Education	Accomplished	Accomplished
History	Accomplished	Accomplished
Science and Technology and Engineering Education	Accomplished	Accomplished
Alternate Academic Content Standards for Math	Developing	Developing
Alternate Academic Content Standards for Reading	Developing	Developing
American School Counselor Association for Students	Developing	Developing
English Language Proficiency	Developing	Developing
Interpersonal Skills	Accomplished	Accomplished
School Climate	Accomplished	Accomplished
World Language	Developing	Developing

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

This narrative is empty.

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":

KWPP serves grades 5-8 so does not serve students in this grade level.

Adaptations

Elementary Education-Primary Level

Checked answers
> None.

Unchecked answers
> None.

Elementary Education-Intermediate Level

Checked answers
- Arts and Humanities

- PA Core Standards: English Language Arts
- PA Core Standards: Mathematics
- Health, Safety and Physical Education

Unchecked answers

   None.

Middle Level

Checked answers

- Arts and Humanities
- PA Core Standards: English Language Arts
- PA Core Standards: Mathematics

Unchecked answers

   None.

High School Level

Checked answers

   None.

Unchecked answers

   None.

Explanation for any standards checked:

Elementary - supplemented PA with CA standards where standards did not exist in PA and also utilize Core Knowledge K-8 scope and sequence.

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.	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:

KWPP only serves grades 5-8 so does not have students in early elementary grades.

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.	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.

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.	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.

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:

KWPP only serves grades 5-8 so does not have students in high school grades.

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
- Building Supervisors
- Department Supervisors
- Instructional Coaches

    Unchecked Answers
- 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 list above. Principals co-observe with regional office team members and assistant principals to norm on a standard of excellence. Teachers are evaluated on a bi-annual basis. Teachers are given feedback and coaching on classroom visits to ensure that they implementing and understand the feedback they are given.

Curricular materials (class materials, lesson plans, assessments, etc.) are sent to managers weekly and feedback is given to every single teacher every week on those lesson plans and materials.

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

This narrative is empty.

Responsiveness to Student Needs

Elementary Education-Primary 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	Not Applicable

gifted students.	

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

N/A, KWPP only serves grades 5-8 so does not have students in early elementary grades.

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

This narrative is empty.

Middle 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

This narrative is empty.

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

KWPP only serves grades 5-8 so does not have students in high school.

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.

KIPP West 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 teachers are HQT.

Once in the classroom, teachers are evaluated bi-yearly and receive formative feedback much more frequently. Teachers are prioritized for more significant support if student achievement is lagging or if other indicators (like classroom measurement) are not where they should be. If a teacher 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 from a high quality teacher are getting that great teaching.

Assessments

Local Graduation Requirements

Course Completion	SY 19/20	SY 20/21	SY 21/22
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*

- Not Applicable. Our LEA does not offer High School courses.

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.

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
PSSA		X	X	
Final assessments		X	X	

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
Fountas and Pinnell		X	X	
Measures of Academic Progress		X	X	
Measured progress interim assessments		X	X	
Internally created interim assessments		X	X	

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Teacher-created unit assessments		X	X	
Exit slips, daily checks for understanding		X	X	

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
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			X	
Professional Learning Community Review				
Instructional Coach Review			X	
Teacher Peer Review			X	

Provide brief explanation of your process for reviewing assessments.

Given the multiple assessments that exist in KIPP West Philadelphia Prep, 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.

This narrative is empty.

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 Prep, 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. KIPP West Philadelphia Prep 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	EEI	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			X	

student success in mastering specific PA assessment anchors, eligible content or standards-aligned learning objectives.			
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	EEI	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.

This narrative is empty.

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

We do not currently create press releases nor do we create media reports.   We feel the methods we currently use sufficiently inform the public of our results.

Safe and Supportive Schools

Programs, Strategies and Actions

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

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

School safety is a top priority but budget constraints prevent us from implementing every strategy under the sun. We have implemented what we feel (and have experienced) is the most effective.

Developmental Services

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

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

The mission of KIPP West Philadelphia Preparatory Charter School is to develop the character, knowledge, and skills of all our students so they will succeed in top-quality high schools, colleges, and the competitive world beyond. We believe that KWPP's Special Education program must allow students access to a rigorous educational program and hold students to a standard that allows them to progress into higher education and/or achieve postsecondary success.

It is KWPP's duty to serve its students in the least restrictive environment in both physical and academic aspects of its service delivery. To the maximum extent allowed by each student's individualized education plan (IEP) and all applicable federal laws, including the Individuals with Disabilities Act of 2004, KIPP West educates all our students in as inclusive a setting as possible that meets their needs both socially and academically. All students in our special education program are included in regular education classrooms for all academic and extra-curricular classes. Through differentiated instruction and push-in support, the students are able to access the general education curriculum to the best of their abilities. In addition, depending on a child's need, they also receive supplemental support through small group instruction in a resource room setting.

At KWPP we define accommodations to mean an adaptation that allows children to be held to the same standard as their peers but with variations in their response, presentation, time, setting, etc..

Any accommodations are provided with the primary purpose of allowing all students to access grade level standards. A modification is defined as a change in the structure or cognitive level of the standard. Modifications to the KWPP academic program are done so under the belief that when the academic level is lowered appropriate to the student's needs, there is a the short-term social and academic benefit of being educated on the level appropriate to a student's needs, that will ultimately result in that student being more prepared to undertake the next phase of his/her education.

POLICIES AND PROCEDURES

Service Delivery Model

KWPP provides its special education services in accordance with the Least Restrictive Environment Policy under IDEA '04 that states: "That to the maximum extent appropriate children with disabilities…are educated with children who are nondisabled…[R]emoval of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily". To this end, most students at KWPP benefit from one or more of the following service models in order to meet the goals of their Individualized Education Plan (IEP).

Inclusion: At KWPP, we believe that all students are part of the general education community and therefore are included with their peers for all academic classes to the fullest extent possible. A special education teacher pushes in to the general education classroom and services them within the classroom in a learning support capacity. In addition, the special education teacher consults and collaborates with all the general education teachers to help them carry out the student's accommodations and modifications. We believe that the quality of life of an individual with a disability and his acceptance and participation in the community in which he resides are as important as academic growth.

Resource: In order to meet additional needs for accessing grade level material or remediation, students have access to small group pull-out in a Resource room setting with frequency and group purpose dependent on the child's IEP. We believe that given the rigorous nature of the KWPP curriculum, some students may require additional time to work on building their skill levels and accessing the general education curriculum.

Assessments: Finally, to ensure that students have every opportunity to be successful in their grade level assessments, students are provided the opportunity to have any necessary accommodations when taking an assessment including pull-out to a small group setting, extended time, oral reading of appropriate sections, and teacher feedback. This applies to both classroom and standardized assessments. In the 8th grade, we seek to promote student self-advocacy so they can be self-aware of their own needs and begin to advocate for themselves in preparation for high school and college.

Special Education Teacher Role in Service Delivery

At KWPP, we believe that the instruction of a student receiving special education services, is the responsibility of both the general and special education teachers.

Inclusion:

Special Education teachers are responsible for:

·   Establishing themselves as a presence in the general education classroom, in which ALL students view them as a support to their learning and as a resource for help.

·   Creating a schedule with the general education teachers that will maximize their instructional impact.

·   Communicating their service schedule with the staff and modifying as needed.

·   Having a thorough understanding of learning strengths and needs of all students on their caseload and what accommodations/modifications they are entitled to within the classroom

·   Communicating these needs to the General Education teacher and collaborating to provide these accommodations/modifications

·   Determining what homeroom a student will be most successful in and advising the grade team

·   Participating fully in all grade team meetings/activities and serving as a resource for general education intervention plans

·   Collaborating and consulting with the general education teacher on lesson differentiation

·   Through coordination with the general education teacher, being aware of all assessments/projects/grades in advance so that students on their caseload will be responsible for and making sure they receive the necessary supports (accom/mod/study group).

·   Knowing the how and what of what is being taught in the general education classroom in order to be consistent when providing assistance to students

·   Creating and implementing individualized student behavior plans and providing feedback to the grade level team on its effectiveness

·   Informing the general education teacher about any related services the student may be receiving and providing suggestions for reinforcing their service plan within the general education classroom.

General Education teachers are responsible for:

·   Fostering an inclusive atmosphere that embraces different learning styles, risk-taking, and fairness (everyone getting what they need)

·   Being proactive in their communication with the Special Education teacher about student expectations, needs, and assessments.

·   Using the Special Education teacher as a resource in making appropriate interventions for students who are struggling for any reason

·   Providing lesson plans/assignments/assessments for the following week to the Special Education teacher by 2:30pm on Friday (unless another arrangement is agreed upon)

·   Staying informed about a student's current IEP and implementing necessary accommodations/modifications in partnership with the Special Education teacher

·   As requested, providing input for special education documentation on a student's strengths and weaknesses within their classroom

·   When available, being an active participant in a student's ER/IEP meeting to provide valuable general education perspective

·   Communicating with the special education teacher about any concerns regarding a student in their classroom and when applicable, documenting concerns

·   Consistently participating in student behavior plans and providing feedback to the special education teacher on their effectiveness

Resource:

Special Education teachers are responsible for:

·   Creating a pull-out schedule that meets the needs of the student's IEP and delivers service to them in the least restrictive environment.

·   Modifying this schedule as needed and communicating it to the staff.

·   Establishing norms for how, where, when, groups meet (pickup, dropoff, pullout, etc.) and scheduling meeting space.

·   Grouping students according to needs and regrouping as needed

·   Working with the other support staff to make pull-out time efficient and inclusive.

·   Tracking student progress and writing quarterly progress reports on IEP goals.

·   Providing remediary support as well as assistance with the general education curriculum using scientifically based programs and best practices in order to maximize the effectiveness of the pull-out group.

General Education teachers are responsible for:

·   Providing feedback on the pull-out schedule so that it does not conflict with a student's ability to progress in the general education curriculum.

·   Communicating with as much advance notice about curriculum and upcoming assessments/projects/gradings so the Special Education teacher can plan and reinforce it in the pull-out setting, if necessary

Assessments:

Special Education teachers are responsible for:

·   Staffing a room during assessments where students who need accommodations can go to take their assessments.

·   If staffing a room is not necessary, providing push-in support to provide accommodations within the general education classroom.

·   Through coordination with the general education teacher, being aware of all assessments/projects/grades in advance that students on their caseload will be responsible for and making sure they receive the necessary supports (accom/mod/study group).

·   Communicating grade modifications, as specified in a student's IEP, to the general education teacher and providing support for how to make the modification.

General Education teachers are responsible for:

·   Giving the student adequate advance knowledge of when assessments will be given and what knowledge/skills/method they will need to be prepared to demonstrate proficiency.

·   Informing the Special Education teacher about all assessments with enough advance notice so the proper accommodations can be provided

·   If a student (IEP or not) needs additional accommodations not planned in advance they will communicate with the Special Education teacher to ensure the student's needs are met.

·   As needed, providing lesson plans/assignments/calendars to the Special Education teacher with as much advanced notice as possible

·   Sharing grades with the special education teacher concerning students with IEPs and making grade modifications in accordance with a student's IEP if necessary

Compensatory/Remediary Educational Services

At KWPP, we believe that the goal of the special education delivery is two-fold:

1.   To differentiate and accommodate high quality grade level material so that all students may access it and find academic success. (Compensatory education)

2.   To provide leveled instruction in an individualized program that targets the skills and knowledge necessary for a student to make progress toward his/her IEP goals, and ultimately make progress towards grade-level proficiency. (Remediary education)

Both types of instruction occur within the general education classroom, as well as in pull-out sessions.

Methods and Strategies

Special education service delivery at KWPP begins with the child's IEP and Present Levels of Performance. We value the use of standardized and diagnostic assessments in order to ascertain the strengths and needs of the student, and to measure progress from year to year. When an IEP is written the child is given assessments in their area of need that allow for targeted goals to be written that both align with grade level standards, as well as target the skills the student will need to be successful in the general education setting.

Because all students receive their core instruction in the general education setting, special education services begin with push-in support in the general education classroom and

collaboration with the general education teacher to ensure that the curriculum is appropriately differentiated and the student receives all necessary accommodations to access the curriculum. Students who need additional time to work on grade level work can receive this help during the school's homogenous intervention time for 45 minutes each day, during the general education classtime, and before and after-school. Furthermore, students must have access to any necessary accommodations on assessments in order for them to demonstrate their abilities.

When the general education setting is not able to provide all the necessary interventions that the child needs in order to progress on their goals, they also receive additional small group time in replacement of another class (usually a non-academic class) in order to receive targeted instruction on their instructional level in their area of need. For this instruction, special education teachers utilize a variety of curriculums, programs, and materials.

For students who need additional services, we contract with outside entities for speech and language services, occupational therapy, and psychological services, depending on the requirements of the IEP. We also have a social worker on staff who can provide counseling services during scheduled times or as needed.

ASSESSMENT OF STUDENTS WITH DISABILITIES

All students with disabilities will participate in standardized testing with the appropriate accommodations as specified in their IEP. In cases where the IEP developed by the IEP Team indicates that certain students cannot participate in the regular Pennsylvania System of School Assessment, the Pennsylvania Alternate System of Assessment (PASA) will be administered in its place. KIPP Philadelphia Charter School will work with the IEP Team to develop appropriate internal assessments for each child and include these approved assessments in the IEP. Those students identified as mentally gifted will take the PSSA as required by the state of Pennsylvania.

STANDARDS-ALIGNED INDIVIDUALIZED EDUCATION PROGRAMS (SAIEP)

During the 0910 School year, the KWPP Special Education Program will be aligning itself with the Standards Aligned System (SAS) in Pennsylvania. (www.pde.state.pa.us/sas)

Through a new model for Present levels of performance and Annual goal writing, we seek to demonstrate the direct relationship between IEP development, implementation and progress monitoring to the general education curriculum via academic standards and anchors. Additionally, demonstrate the direct relationship between assessment data, present educational levels, the IEP goals and specially designed instruction, as measured by progress monitoring data.

Identification and Eligibility

KIPP West complies with federal Child Find legislation (34 CFR §300.125), which requires the school to have in place a process for identifying, locating and evaluating students with disabilities. Once all students have been enrolled into KIPP Philadelphia Charter School, all prior school records - including IEPs for all students - are obtained from their previous school. Additionally, we work with parents and students to make sure we properly transition all identified students to our school. In all instances, KIPP Philadelphia Charter School will work with the parents and other special and gifted education service providers and agencies as necessary to ensure that all goals recommended by the IEP are achieved.

Once enrolled at KIPP, we are in the process of implementing a Response to Intervention model in responding to student needs at all levels, with Special Education fulfilling the Tier 4 level of more intensive intervention services.

To receive Special Education Services at KWPP, a student must either enter the school with an active IEP, be referred for an Evaluation by the Early Intervention team, or be referred for an Evaluation by the parent. In each of these scenarios we use a multi-disciplinary approach to gain input from the parents, teachers, students, and related support staff to collect data and make informed decisions in the best interest of the student. Referrals generated from within the KWPP staff are only made after exhausting the intervention procedures at the Tier I and Tier II levels within a reasonable amount of time to attempt more moderate interventions, while also not significantly delaying the time until the student can begin receiving specialized support services. All referrals will: (1) state the reasons for the referral and include any test results, records or reports upon which the referral is based; (2) describe any attempts to remediate or support the student's performance prior to the referral, including any supplementary aids or support services provided for this purpose; and (3) describe the extent of parental conduct or involvement prior to the referral. Per federal Child Find requirements within IDEA97, a copy of this referral, along with the procedural safeguards notices described in 34 CFR (Code of Federal Regulations) §300.504, will be sent to the student's parents/guardians.

Determining student eligibility for special education is done through a comprehensive process that considers all relevant data and makes an informed culturally-responsive decision that will meet the needs of the student.

Case Management

When a student has an IEP at KWPP they are assigned to a Special Education teacher who is responsible for keeping all relevant records in compliance. This involves holding timely meetings to update paperwork, completing annual diagnostics to measure student progress, and writing high quality IEPs that can be implemented and contain rigorous, but attainable annual goals. They are also responsible for keeping general education teachers and parents informed about changes to a student's IEP.

Evaluations and IEP Reports are held to a high standard of being generated only after valid and reliable data has been collected in all relevant areas in order to gain the clearest understanding of a child's strengths and needs. It is expected that special education teachers will monitor student progress on an ongoing basis and provide progress reports to the parent and student on a quarterly basis (or as requested). When possible, this progress needs to be reported in an objective manner, relying on concrete data that measures progress toward an annual goal. This data, in conjunction with functional classroom performance, classroom assessments, standardized test, will help determine grade progression, with the final determination for retention being made by the parent.

Parents

It is our belief that the parent is an essential component of effective special education delivery. To foster this relationship, we strive to keep parents informed of the services their child is receiving, any changes that may occur, and how their child is progressing. In addition to sending home quarterly progress reports, we also make ourselves available to parents at any school-wide event in order to provide them with additional information or to answer any questions or concerns they may have.

STAFF

We have a Special Education Coordinator, a Special Education Curriculum Coordinator and 3 Learning Support teachers.

The Special Education Coordinator's primary responsibilities will include, but shall not be limited to:

· Coordinate all meetings and activities with the IEP Team;

·   Ensure that all services are provided in accordance with each student's IEP in an efficient and effective manner;

·   Ensure that all special education reporting requirements are satisfied;

·   Represent KIPP Philadelphia Charter School at all school district and state meetings;

·   Train instructional staff on methods for educating children in special education;

·   Inform staff of all FERPA requirements as they relate to student record privacy;

·   Oversight of the process of identifying students who may need a special education referral.

The Special Education Curriculum Coordinator's primary responsibilities include:

·   Planning and leading Special Education Learning Teams.

·   Meeting with Learning Support teachers to review Specially Designed Instruction plan and analyze effectiveness and fidelity.

·   Coordinating the Resource Room and ensuring that teachers have all necessary resources and training to implement SDI.

The Special Education Learning Support Teacher's responsibilities include (in addition to those listed earlier in this document:

· Manage caseload of special education students

· Collaborate with regular education teachers for push-in support

· Provide small group instruction in a Resource room setting when necessary

· Assist with all standardized testing, providing the appropriate accommodations

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

This narrative is empty.

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

This narrative is empty.

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.

This narrative is empty.

Diagnostic, Intervention and Referral Services

Diagnostic, Intervention and Referral Services	EEP	EEI	ML	HS
Accommodations and Modifications		X	X	
Administration of Medication		X	X	
Assessment of Academic Skills/Aptitude for Learning		X	X	
Assessment/Progress Monitoring		X	X	
Casework		X	X	
Crisis Response/Management/Intervention		X	X	
Individual Counseling		X	X	
Intervention for Actual or Potential Health Problems		X	X	
Placement into Appropriate Programs		X	X	

Small Group Counseling-Coping with life situations		X	X	
Small Group Counseling-Educational planning		X	X	
Small Group Counseling-Personal and Social Development		X	X	
Special Education Evaluation		X	X	
Student Assistance Program		X	X	

Explanation of diagnostic, intervention and referral services:

This narrative is empty.

Consultation and Coordination Services

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

Explanation of consultation and coordination services:

This narrative is empty.

Communication of Educational Opportunities

Communication of Educational Opportunities	EEP	EEI	ML	HS
Course Planning Guides				
Directing Public to the PDE & Test-related Websites				
Individual Meetings		X	X	
Letters to Parents/Guardians		X	X	
Local Media Reports				
Website		X	X	
Meetings with Community, Families and Board of Directors		X	X	

Mass Phone Calls/Emails/Letters		X	X	
Newsletters		X	X	
Press Releases				
School Calendar		X	X	
Student Handbook		X	X	

Communication of Student Health Needs

Communication of Student Health Needs	EEP	EEI	ML	HS
Individual Meetings		X	X	
Individual Screening Results		X	X	
Letters to Parents/Guardians		X	X	
Website				
Meetings with Community, Families and Board of Directors				
Newsletters		X	X	
School Calendar		X	X	
Student Handbook		X	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 requirements related to Fire Prevention and Fire Drill procedures?	Yes
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 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 that 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.

Food Service Program

Describe unique features of the Charter School meal program

Since KIPP West is housed in a School District of Philadelphia owned building, we use school district services for all meals.

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:

KIPP West has plans in place to address students' behavior and academic needs. Teams designed to assist students include school leaders, special education teachers, classroom teachers, the school nurse and the guidance counselor. Paychecks are used to motivate and reward students, not punish them. KIPP Dollars can be used to buy various items in the KIPP store. In addition, each student's paycheck average will be used to determine whether the student has worked hard enough and been nice enough to participate in KIPP field lessons. Students earn dollars by making good choices based on our school's core values. Any staff member can award KIPP dollars to any students who exhibit these values. In addition, the student's homeroom teacher assigns a dollar to each child for every day they arrive to school on time, and for each piece of completed homework. Students lose dollars by making bad choices. Teachers and staff note each infraction on the student's paycheck. Teachers and staff may write comments and their initials in the allotted space on the paychecks during class, or at a later time in the day. Teachers and staff will deduct a certain dollar amount for each infraction. Teachers and staff will calculate the weekly paycheck amounts at the end of the day on Friday. Students will take paychecks home Friday, to be signed by a parent or guardian and returned to school on Monday.   Behavior Plan (BP)Students who do not meet the KIPP West behavior expectations outlined in the Commitment to Excellence Contract can be placed on BP. Students do not meet

these expectations when they lose 25 KIPP dollars in lower school or earn 6 demerits in High School Any staff member may place a student on BP. The staff member who places a student on BP is responsible for creating an individual plan and meeting with the student the same days he/she is placed on BP. If the student is placed on BP at the end of the school day, the staff member and student will meet the following day to discuss the plan. This individual plan consists of 2-3 goals directly related to the reason the student went on BP. The student is expected to memorize these goals and strive to meet them every class period. As part of being on BP, students face the following consequences:• Preferential seating in classroom settings• Peer-to-peer interactions only with the permission of a teacher• Increased supervision in classrooms, hallways, and restrooms• Silent, isolated lunch• Saturday School study hall• Loss of KIPP Dollars and school store privileges• Loss of other rewards such as field trips In addition to consistently following the individual goals, lower school students must also earn back the KIPP dollars they lost within 5 days of being placed on BP. Students earn KIPP dollars by completing homework, arriving at school on time, exemplifying the KIPP Core Values, and meeting their goals each class period. KIPP West's number one priority is the safety and interest of each and every child in the school. Reports and incidents of bullying are taken extremely seriously; any issue is immediately addressed by school administrators, and when warranted, the school leader. KIPP defines bullying as an intentional electronic, written, verbal, or physical act, or a series of acts:• Directed at another student• Which occurs in a school setting (in the school, on school grounds, in a school vehicle, at a designated bus stop, or at any activity sponsored, supervised, or sanctioned by the school)• That is severe and persistent• That has the effect of substantially interfering with a student's education, creating a threatening environment, and/or substantially disrupting the orderly operation of the school In any case of reported bullying, teachers are instructed to immediately document what has occurred and collect written accounts from all participants and witnesses. This information is then transferred immediately to the school dean, who conducts a formal and thorough investigation. This includes informing all parents/guardians whose children are connected to the incident. If necessary, parents will be brought in for meetings with the students, deans, and school leader. Consequences, which are determined by the appropriate teachers and dean, include, but are not limited to, loss of KIPP dollars, being placed on BP, suspension, and/or expulsion. In cases where the bullying is consistent and severe, offending students will be referred to the Disciplinary Committee, which includes teachers, parents, and deans. This committee makes a recommendation to the school leader as to whether the student should be suspended or expelled. The school leader will use the recommendation to make the disciplinary decision. Student Suspension and Expulsion PolicyShort Term SuspensionsThe School Leader may impose a short-term suspension after conferring with the relevant staff members. Before imposing a short-term suspension, the school leader will verbally inform the student of the suspension, the reason for it, and whether it will be served in school or out of school. The student will be given the opportunity to deny or explain the charges. Additionally, the school leader will immediately notify the parent/guardian in writing that the student has been suspended from school. Written notice will be provided by personal delivery, express mail delivery, or equivalent means reasonably calculated to assure receipt of such notice within 24 hours of suspension at the last known address. Where possible, notification also will be provided by telephone if the school has been provided with a contact telephone number for the parent/ guardian. Such notice will provide a description of the incident or incidents, which resulted in the suspension and will offer the opportunity for an immediate informal conference with the school leader. The notification and informal conference will be in the dominant language used by the parent/guardian. While parents will have the freedom to disagree with any short-term suspension imposed by the school leader, parents will

not have the right or ability to overturn any short-term suspension imposed by the School Leader. A student who has committed any of the infractions listed below will be subject to a suspension. In some situations, the school leader might determine that a lesser or more severe punishment is more appropriate based on the individual circumstances and past behavior record. • Attempt to assault any student or staff member• Vandalize school property• Endanger the physical safety of another by the use of force or threats of force that reasonably places the victim in fear of imminent bodily injury• Engage in conduct which disrupts school or classroom activity or endanger or threaten to endanger the health, safety, welfare, or morals of others• Engage in insubordination• Fail to complete assignments, carry out directions, or comply with disciplinary sanctions• Cheat on quizzes, exams, or commit plagiarism• Used forged notes or excuses• Steal, attempt to steal, or possess property known by student to be stolen• Commit extortion• Engage in gambling• Abuse school property or equipment• Use obscene or abusive language or gestures• Engage in acts of verbal or physical sexual harassment• Make a false bomb threat or falsely pull an emergency alarm• Possess tobacco or alcohol• Possess pagers, beepers, or portable/cellular telephones not being used for instructional purposes• Wear inappropriate, insufficient, or disruptive clothing or attire, or violate the KIPP Student Dress Codes• Commit any other act which school officials reasonably conclude disrupts the learning environment of the school Long-term SuspensionsKIPP Philadelphia Schools may impose a long-term suspension after a student has been found guilty at an informal long-term suspension hearing. Upon determining that the student's actions may warrant a possible long-term suspension, the School Leader will verbally inform the student the he/she is being considered for a long-term suspension (or expulsion) and state the reasons for such actions. The School Leader will then immediately notify the student's parent/guardian in writing. Written notice will be personal delivery, express mail delivery, or an equivalent means reasonably calculated to assure receipt of such notice within 24 hours of suspension at the last known address. Where possible, notification also will be provided by telephone if the school has been provided with a contact telephone number for the parent/guardian. Such notice will provide a description of the incident or incidents, which resulted in a long-term suspension and will notify the parent/guardian of the time and date of an informal conference with the school leader. The notification and informal conference will be in the dominant language used by the parent/guardian. The informal hearing is held to bring forth all relevant information regarding the event for which the student may be suspended and for students, their parent/guardian and school officials to discuss ways by which future offenses may be avoided. (Note that informal hearings are required for long-term suspensions only, not their short-term counterpart.) At the informal hearing, the student will have the right to be represented by counsel (at their own expense), question witnesses, and speak and present evidence. The school leader and all members of the staff that were involved in witnessing the alleged discipline violation are required to participate in the informal hearing. A decision by the school leader will stand as the final decision regarding the student's long-term suspension status. Student behavior that warrants a long-term suspension includes:• Possess, use, attempt to use, or transfer of any firearm, knife, razor blade, explosive, mace, tear gas, or other dangerous object of no reasonable use to the student in school;• Commit, or attempt to commit arson on school property.• Possess, sell, distribute or use any alcoholic beverage, controlled substance, imitation controlled substance, or marijuana on school property or at school sponsored event;• Assault any other student or staff member;• Intentionally causes physical injury to another person, except when student's actions are reasonably necessary to protect him or herself from injury;• Vandalize school property causing major damage;• Commit any act, which school officials reasonably conclude warrants a long-term suspension. In addition, a student who commits any

of the acts previously described as causes for short term- suspension may, instead or in addition, be subject to a long-term suspension at the school leader's discretion only if the student has committed the act at least three times in the academic year. Alternate InstructionStudents who are suspended will be provided with alternative instruction. All suspensions and alternative instruction will be effectuated substantively and procedurally in accordance with State Education Law (Section 3214), Federal Law (PL94-142) and 34 C.F.R. Part 300. Prior to the first day of school, the School Leader and the staff will develop a plan for alternate instruction that accommodates various scenarios depending on the reasons why alternate instruction is required in the first place. Arrangements will be made between the school and each individual family for the delivery of services, pick-up/delivery of work, and the making up of any missed assignments and classroom instructional support. All IDEA mandates will be followed for student with disabilities. ExpulsionThe school leader may decide that the infraction does not warrant a long-term suspension, but instead warrants an escalation in punishment – expulsion. Should the school leader recommend that an expulsion is required, he or she will follow the same procedures for a long-term suspension (see above) with the exception that a formal hearing shall be held. Written notice of the charges and the time and date of the formal hearing shall be sent to a student's parent/guardian by certified mail. The formal hearing will occur no earlier than 3 days after receipt of the notice. The formal expulsion hearing will be held in private, unless the student or parent/guardian request public hearing. All expulsion hearings will be held before and subject to a majority vote, affirmative decision by the KIPP West Board of Trustees. Zero Tolerance Expulsion Policy for Weapons, Drugs and AlcoholKIPP Philadelphia Schools will have a "zero-tolerance, one-strike" policy for all weapons, drugs and alcohol brought on school grounds. Any student found guilty of bringing any weapons, drugs or alcohol to school, will be recommended for swift expulsion to the President of the Board of Trustees by the School Leader. If the School Leader is able to provide convincing evidence that the student brought alcohol, drugs or a weapon to the school, the President of the Board of Trustees shall immediately recommend that the student be expelled from the school. (The Federal Gun-Free Schools Act of 1994, which applies to public schools, states that a student who is determined to have brought a weapon to school must be suspended for at least one calendar year. Weapon as used in this law means "firearm," as defined by 18 USC §3214(3) (d) effectuates this federal law.) Safe Schools PolicyIn accordance with Act 26, the Pennsylvania Safe Schools Act, KIPP West will report to the Office of Safe Schools all incidents involving acts of violence, possession of a weapon, or the possession, use or sale of a controlled substance, alcohol or tobacco by any person on school property; at school-sponsored events; and on school transportation to and from school. KIPP West will also maintain updated summary reports of all incidents of violence; incidents involving possession of a weapon; and convictions or adjudications of delinquency for acts committed on school property. A statistical summary of these records will be maintained at the school and made accessible to the public for examination during regular business hours. We intend to fulfill this reporting requirement by filing the Annual Report on School Violence and Weapon Possession (PDE 360) with the Pennsylvania Department of Education by July 31 each year. An individual incident report will also be filed for each incident involving acts of violence, possession of a weapon, or the possession, use or sale of a controlled substance, alcohol or tobacco by any person on school property; at school- sponsored events; and on school transportation to and from school. Act 26 also requires the school to expel, for a period of not less than one year, any student who is determined to have brought onto, or is in possession of, any weapon on any school property; at a school-sponsored activity, or onto to any public conveyance providing transportation to a school or school sponsored activity. Note the school's "Zero Tolerance Expulsion Policy for Weapons, Drugs and Alcohol" meets these requirements in

Act 26. Lastly, all parents will be required to complete, prior to their child's enrollment in the school, a sworn statement provided by their students' previous school as to whether the student has been previously or is presently expelled from any public or private school, either in the Commonwealth of Pennsylvania or any other state, for an offense involving weapons, alcohol or drugs, willful infliction of injury to another person or for any act of violence on school property.

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:

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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

- Not Applicable

Elementary Education - Intermediate Level

- Quarterly

Middle Level

- Quarterly

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, KIPP West 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. KIPP West 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 KWPP 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. KWPP 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	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 5-8.

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	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.

This narrative is empty.

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

This narrative is empty.

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	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.

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:

 KWPP only serves grades 5-8.

SAS Incorporation

Elementary Education-Primary Level

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

Science and Technology and Engineering Education	Not Applicable
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Not Applicable
Early Childhood Education: Infant-Toddler→Second Grade	Not Applicable
English Language Proficiency	Not Applicable
Interpersonal Skills	Not Applicable
School Climate	Not Applicable

Further explanation for columns selected "

KWPP only serves grades 5-8.

Elementary Education-Intermediate Level

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

English Language Proficiency	Not Applicable
Interpersonal Skills	Full Implementation
School Climate	Full Implementation

Further explanation for columns selected "

KWPP does not currently serve ELL students.

Middle Level

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

	Implementation
World Language	Full Implementation

Further explanation for columns selected "

There are currently no students with severe cognitive disabilities enrolled at KIPP West Philadelphia Prep.

High School Level

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

Further explanation for columns selected "

KWPP only serves grades 5-8.

Fiscal Solvency Policies

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

To ensure fiscal solvency, the Finance Committee of the KIPP West Philadelphia Prep Board of Trustees reviews the financial statements (balance sheet, statement of revenues and expenditures, statement of cash flows, and updated cash flow projection) on a monthly basis. Any potential negative cash balance is identified six to eight months in advance and adjustments

to spending are made immediately. Quarterly financials and projections are reviewed by the full Board of Trustees. In addition to the cash flow projection for the current year, KWPP maintains a ten-year financial model that includes scenario modeling and is updated at least annually to reflect changes in cost and revenue drivers.

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.

Prior to December 2013, we used Sage MIP Fund Accounting. In December 2013 we transitioned to Intacct which allows us to automate our entire procurement process and provide real-time financial information to the schools. To ensure fiscal solvency, the Finance Committee of the KIPP West Board of Trustees reviews the financial statements (balance sheet, statement of revenues and expenditures, statement of cash flows, and updated cash flow projection) on a monthly basis. Any potential negative cash balance is identified six to eight months in advance and adjustments to spending are made immediately. Quarterly financials and projections are reviewed by the full Board of Trustees. In addition to the cash flow projection for the current year, KWPP maintains a ten-year financial model that includes scenario modeling and is updated at least annually to reflect changes in cost and revenue drivers.

Professional Education

Characteristics

Charter's Professional Education Characteristics	EEP	EEI	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 interventions for gifted students.		X	X	
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	EEI	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.

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

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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 serves grades 5-8.

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:
8/9/2017 All staff required to complete University of Pittsburgh online training every 3 years (3 hours)
8/15/2018 All staff required to complete University of Pittsburgh online training every 3 years (3 hours)

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:
9/20/2017 Director of student services provided training.
9/26/2018 Social worker provided training.
The LEA plans to conduct the training on approximately:
10/23/2019 Social Work will provide training.

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:
8/8/2016 Director of student services provided training.
8/11/2017 Director of student services provided training.
8/9/2018 Social Worker provided training.

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.

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

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Ongoing Professional Development

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at the proposed school is the manager Oneon- 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.

Not applicable, all strategies were selected.

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.

- • Instruct and train teachers on KIPP philosophy and culture

- • Provide thorough orientation to building procedures and policies

- • Familiarize teachers with school-wide disciplinary policies

- • Train teachers in administrative deadlines (including grading period deadlines, long-term planning, lesson plans, etc.)

- • Guide new teachers in long-term lesson and curriculum planning based on KIPP National and Pennsylvania standards

- • Acquaint teachers with neighborhood culture and surrounding communities

- • Prepare new teachers to anticipate work-life balance challenges and the stress that can accompany teaching

- • Coach new teachers in reflective teaching through journaling and assessment driven curriculum techniques

- • Match new teachers with mentors and establish frequent, structured meetings

- • Expose teachers to professional development opportunities and educate them on the state requirements

- • Train teachers to develop strong parent/guardian relationships

- • Prepare inductees for evaluation procedures and Provide inductees with information on local teacher/professional/academic organizations

Unchecked answers

None.

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

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

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

Not applicable, all strategies were selected.

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).

- • Conduct self-assessment of inductees to determine what the inductees see as their own strengths and weaknesses and Use classroom observation feedback to determine areas of improvement that new inductees can focus on

Unchecked answers

None.

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

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

Not applicable, all strategies were selected.

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.
- • Mentor Teachers exhibit expertise in their content area and/or grade level
- • Mentor teachers have at least one year of experience working within the KIPP Culture

Unchecked answers

   None.

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

One of the hallmarks of KIPP nationally and locally is its intense focus on high-quality leadership development as a key lever in developing the high quality schools that our students and families deserve. On the national level, the KIPP Foundation runs several excellent leadership development programs that all KIPP staff members have the opportunity to participate in to develop their leadership skills. Staff members interested in founding their own KIPP school can apply to the KIPP School Leadership Program where they can be selected for one of two leadership-training fellowships. The KIPP Foundation also offers the Teacher Leader program, which develops teachers to be more effective peer leaders in their schools,, the Leadership Team program which helps new Assistant Principals develop the mindset needed to lead in a KIPP school, and become adept at using the KIPP Framework for Excellent Teaching and the KIPP Leadership Competency Model to help teachers improve and drive school-wide performance, and the Successor Leader program, which helps support first-time KIPP School Leaders during their transition into the role.
Leadership Development

In addition to the programming within schools for teachers, KIPP Philadelphia supports leadership development for Teacher Leaders, Assistant Principals, and School Leaders through three key learning initiatives. These are the Emerging Leaders Program for KIPP and non-KIPP teacher leaders, the Managers Community of Practice for KIPP Assistant Principals and the School Leader Community of Practice for KIPP School Leaders.
The Emerging Leaders Program (ELP)
is a professional development program for teacher leaders. It was launched in 2010 for teacher leaders in grade level and department level positions at KIPP Philadelphia; the program has since expanded to include non-KIPP teacher leaders. Since the external expansion of the ELP in the 12-13 school year, 33 non-KIPP teacher leaders have benefitted from the program in addition to all teacher leaders at KIPP Philadelphia. Core components of the Emerging Leaders Program are Leadership Coaching, the creation of the Individual Development Plan and the Leadership Learning Action Plan. Each of these components serves to support the leadership development of all of our teacher leaders while simultaneously linking theory with practice for all of our participants.

Managers Community of Practice (MCP)

is a monthly professional development strand targeting the needs of all assistant principals, as well as any other staff members who manage teachers. The monthly 2-hour session supplements individual development each leader gets in their own school and gives leaders the knowledge and skills they need to drive results for teachers they coach. MCP draws on frameworks and best practices for teacher coaching from the KIPP Foundation, Research For Better Teaching, Uncommon Schools, and other resources. Sessions provide practice with leaders analyzing videos of teachers, role-playing giving feedback to teachers, and working with peers to create an action plan for a struggling teacher they coach. Finally, MCP serves as an important cohort experience for our assistant principals, exposing them to best practices at all KIPP Philadelphia schools and creating an informal support network.

School Leader Community of Practice (SLCP)

is a monthly professional development strand for all current school leaders. At KIPP Philadelphia, we know the importance of school leadership and that includes continuing education and development for our most important leaders. During these sessions, school leaders deepen their expertise in key area of leadership like instructional knowledge, developing leaders in their schools, or navigating complicated budget decisions. Like MCP, these sessions also provide a way for school leaders to learn from each other and develop vital relationships with each other.

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

Not applicable, all strategies were selected.

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	X	X	X	X	
Assessments	X	X	X	X	X	
Best Instructional Practices	X	X	X	X	X	
Safe and Supportive Schools	X	X	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	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.

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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.

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 §17-17232-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 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 priorities, strategies and action plans and then to ensure that the strategies and plans are implemented with integrity. Plans include staffing, leadership development, professional development of 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 in school culture in order to support student academic achievement. The LEA and the schools include 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	9/27/2017	Board meeting to share schoolwide academic goals and 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 to inform interventions and schoolwide planning.
LEA Director of Data and Analytics.	6/22/2018	Technical Assistance in analyzing data to inform interventions and improve academic achievement.
LEA Director of Literacy Curriculum and Instruction	5/18/2018	TA on the use of Guided Reading progress monitoring.

LEA Director of Math Curriculum and Instruction	5/18/2018	Technical Assistance on using Eureka Math as an intervention strategey.
LEA Federal Programs Coordinator	5/19/2018	Parent meeting to explain the Schoolwide planning process, show a sample, and begin collecting feedback.
LEA Special Education Director	2/23/2018	Technical assistance on how to measure IEP goals within multiple goal areas.
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 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:

Last year, 97% of our students returned to school or completed the highest grade. This means that not only are we serving the students who need us, but these students stay with us. These numbers have remained steady over time.

Accomplishment #2:

94% of the first three cohorts of students who promoted from our 8th grade have graduated high school and 66% have matriculated to college.

Across our network, KIPP is graduating students from college at 4X the national rate of low-income students. 35% of KIPP Philadelphia students have graduated from a 2 or 4 year college in six years.

Our KIPP Through College team continuously provides support to all KIPP Philadelphia alumni to ensure that they are on track to make it to and through college.

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:

In Spring 2018, our 8th graders met their tieried growth target goal in math (49% of students met their tiered growth goal).

Accomplishment #5:

In Spring 2018, our 8th graders met their tieried growth target goal in reading (49% of students met their tiered growth goal).

Charter School Concerns

Concern #1:

Our building will be going through a large renovation by the School District of Philadelphia for the next three years.

Concern #2:

Previous to the implementation to the common core, KWPP scored in the highest quartile of middle schools in math and reading performance, since the implementation of the Common Core, our academic achievement as measured by PSSA test scores have declined and then remained flat.

Concern #3:

Only 31.4% of our students were proficient on the PSSA ELA exam in Spring 2018.

Concern #4:

Only 8.5% of students were proficient on the PSSA Math exam in Spring 2018.

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:**
>
> Only 31.4% of our students were proficient on the PSSA ELA exam in Spring 2018.
>
> Only 8.5% of students were proficient on the PSSA Math exam in Spring 2018.

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:**
>
> Previous to the implementation to the common core, KWPP scored in the highest quartile of middle schools in math and reading performance, since the implementation of the Common Core, our academic achievement as measured by PSSA test scores have declined and then remained flat.

....

Only 31.4% of our students were proficient on the PSSA ELA exam in Spring 2018.

....

Only 8.5% of students were proficient on the PSSA Math exam in Spring 2018.

Systemic Challenge #3 *(Guiding Question #0)* Access to cost-effective long-term facilities

   Aligned Concerns:

   Our building will be going through a large renovation by the School District of Philadelphia for the next three years.

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.

Indicators of Effectiveness:

Type: Annual

Data Source: NWEA MAP (Measures of Academic Progress)

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:

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: Instruction, Materials & Resources, Safe and Supportive Schools

Use rubric to ensure alignment of strong instruction among all classrooms

Description:

The best practice will be to introduce all KIPP teachers to a rubric that clearly defines the classroom instructional behaviors that are hallmarks of strong instruction. Once teachers have been trained, Assistant Principals will regularly observe teachers in their classrooms and will look for those instructional behaviors and then will provide feedback and coaching to ensure that instruction improves.

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 highestimpact 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, Safe and Supportive Schools

Rigorous Academic Culture

Description:

5 Characteristics for High Quality Professional Development

"According to the research, high-quality professional-learning opportunities for teachers contain the following five characteristics:

- Aligns with school goals, state and district standards and assessments, and other professional-learning activities.
- Focuses on core content and modeling of teaching strategies for the content.
- Includes opportunities for active learning of new teaching strategies.
- Provides the chance for teachers to collaborate.
- Includes follow-up and continuous feedback.

Dr. Jana Hunzicker, Assistant Professor, Department of Teacher Education, Bradley University, June 2010."
(Source http://files.eric.ed.gov/fulltext/ED510366.pdf)
Resource: http://effectivestrategies.wiki.caiu.org/Professional+Development

SAS Alignment: Safe and Supportive Schools

Joyful, Structured, & Caring Environment

Description:

Define and and develop a joyful, structured and caring learining environment.

SAS Alignment: Safe and Supportive Schools

Implementation Steps:

Professional Development for Assistant Principals

Description:

A new coaching and PD plan for Assistant Principals has been put in place.

Start Date: 8/1/2017   **End Date:** 6/30/2018

Program Area(s): Professional Education

Supported Strategies:

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

Professional Development to expose teachers to rubric for instructional excellence.

Description:

Give all teachers exposure to the rubric for instructional excellence in summer professional development. Demonstrate excellent instructional behaviors. Allow teachers to practice those behaviors. Follow through during the year is done by Assistant Principal coaching and feedback of teachers.

Start Date: 7/24/2017   **End Date:** 6/15/2018

Program Area(s): Professional Education, Teacher Induction

Supported Strategies:

- Use rubric to ensure alignment of strong instruction among all classrooms

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:

- Extended School Day and School Year
- 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 wil 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:

- Use rubric to ensure alignment of strong instruction among all classrooms
- Continue to Improve the Knowledge and Skills of School Leaders and Assistant Principals
- Rigorous Academic Culture

Extended Math and Reading Blocks

Description:

Provide extended math and reading blocks to students to address skill gaps and develop strong foundations resulting in high proficiency rates.

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

Program Area(s): Professional Education

Supported Strategies:

- Extended School Day and School Year
- Rigorous Academic Culture

Jounce Teacher Coaching

Description:

KWPP will partner with Jounce to provide teacher coaching and also development for our assitant principals.

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

Program Area(s): Professional Education

Supported Strategies:

- Use rubric to ensure alignment of strong instruction among all classrooms

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

- Rigorous Academic Culture

- Joyful, Structured, & Caring Environment

Purchase classroom libraries

Description:

Add additonal leveled books to middle school ELA classrooms.

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

Program Area(s): Student Services

Supported Strategies:

- Use rubric to ensure alignment of strong instruction among all classrooms

- Rigorous Academic Culture

- Joyful, Structured, & Caring Environment

Partner with Teach for America

Description:

Partner with Teach for America to recruit, train and provide ongoing professional development of teachers.

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

Program Area(s): Professional Education

Supported Strategies:

- Use rubric to ensure alignment of strong instruction among all classrooms
- Rigorous Academic Culture

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:** 6/30/2022

Program Area(s): Professional Education

Supported Strategies:

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

Comprehensive Plan Monitoring

Description:

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 resutling in the desired outcome.

Start Date: 8/1/2018   **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

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: 8/1/2018   **End Date:** 6/30/2022

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

Supported Strategies:

- Extended School Day and School Year

- Use rubric to ensure alignment of strong instruction among all classrooms

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

- Rigorous Academic Culture

- Joyful, Structured, & Caring Environment

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 lanaguage 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: 8/1/2018   **End Date:** 6/30/2022

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

Supported Strategies:

- Rigorous Academic Culture

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed:	Increase grade level proficiency in both math and reading.	Strategy #1: Extended School Day and School Year
		Strategy #2: Use rubric to ensure alignment of strong instruction among all classrooms
		Strategy #3: Continue to Improve the Knowledge and Skills of School Leaders and Assistant Principals
		Strategy #4: Rigorous Academic Culture
		Strategy #5: Joyful, Structured, & Caring Environment

Start	End	Title	Description
8/1/2018	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.

Person Responsible	SH	S	EP	Provider	Type	App.
School Leader	2.0	3	25	KIPP West Philadelphia Preparatory CS	School Entity	Yes

Knowledge	- Reading intervention; Math intervention; Writing intervention; Behavior intervention; Study Skills intervention; - How to progress monitor SDI and write SDI-aligned IEP goals.

Supportive Research

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

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

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.

Provides leaders with the ability to access and use appropriate data to inform decision-making.

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
School counselors | **Grade Levels** | Elementary - Intermediate (grades 2-5)
Middle (grades 6-8) |

Follow-up Activities

Analysis of student work, with administrator and/or peers
Joint planning period activities

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 grade level proficiency in both math and reading.	Strategy #1: Rigorous Academic Culture

Start	End	Title	Description
8/1/2018	6/30/2022	Professional Development - Language and Literacy Acquisition	Provide general education teachers and school staff the following essential components to serve all students in an inclusive setting and successful lanaguage 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

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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	SH	S	EP	Provider	Type	App.
School Leader	2	3	25	KIPP West Philadelphia Preparatory CS	School Entity	Yes

Knowledge

- 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

Supportive Research   PATTAN training and materials

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.

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

    Provides leaders with the ability to access and use appropriate data to inform decision-making.

    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 - Intermediate (grades 2-5) Middle (grades 6-8)
Follow-up Activities	Analysis of student work, with administrator and/or peers Lesson modeling with mentoring	**Evaluation Methods**	Student PSSA data 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 or 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.

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 West Philadelphia Preparatory 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