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# Pennsylvania Department of Education

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Commonwealth of Pennsylvania  
**Department of Education**  
333 Market Street  
Harrisburg, PA 17126-0333

**Charter Annual Report**  
**Thursday, February 10, 2011**  
**(Last Accepted: Thursday, February 10, 2011)**

**Entity:** KIPP Philadelphia Charter School  
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# CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

## Summary Data Part I

### Charter School Annual Report Summary Data 2009 - 2010

**Name of School:** KIPP Philadelphia Charter School

**Date of Local Chartering School Board/PDE Approval:** May 8, 2008

**Length of Charter:** 5 years    **Opening Date:** July 14, 2003

**Grade Level:** 5,6,7,8    **Hours of Operation:** 7:30am-5:00pm M-Th, 7:30am-2:30pm F

**Percentage of Certified Staff:** 82%    **Total Instructional Staff:** 25

**Student/Teacher Ratio:** 15:1    **Student Waiting List:** 119

**Attendance Rate/Percentage:** 95%

## Summary Data Part II

Enrollment: 325 Per Pupil Subsidy: \$8183.58

### Student Profile

American Indian/Alaskan Native:	0.00%
Asian/Pacific Islander:	0.00%
Black (Non-Hispanic):	92.4%
Hispanic:	6.5%
White (Non-Hispanic):	0.3%
Multicultural:	0.8%

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 84%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 54

### Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	0	0	0	0	192	0	192
Instructional Hours	0	0	0	0	1442:00	0	1442:00

## SECTION I. EXECUTIVE SUMMARY

### Educational Community

KIPP Philadelphia Charter School is a public charter school that opened in North Philadelphia in the summer of 2003. It is an academically rigorous, college preparatory middle school designed to promote high levels of achievement and leadership in its young people. KIPP Philadelphia Charter School students spend more time on task, attending school from 7:30am to 5:00pm during the week, for four hours on selected Saturdays and for three weeks during the summer. In total, KIPP Philadelphia Charter School students spend approximately 60% more time in class than their peers in the School District of Philadelphia. All of these hours are focused on improving the academic, intellectual, and character skills of each student.

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 a home visit from the school's staff prior to the beginning of the school year. The mission, rules and procedures of KIPP Philadelphia 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. Also in keeping with the KIPP philosophy of "No shortcuts and no excuses," all teachers are available to the students via cell phone until 9:30pm seven days per week so that students can ask questions, report expected tardiness or have an emergency contact.

KIPP Philadelphia 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 Philadelphia 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.

## **Mission**

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

**KIPP Philadelphia Charter School shares the goal of the national network of KIPP schools to improve academic outcomes in traditionally underserved areas. KIPP Philadelphia Charter School is part of the KIPP Philadelphia Schools network.**

## **Vision**

The founders of KIPP Philadelphia 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 Philadelphia Charter School to a high school that is capable of preparing him/her to enroll in and successfully graduate from college. Specifically, KIPP Philadelphia Charter School intends to place its graduating eighth grade students in top private schools, elite boarding institutions and successful public high schools 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:

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

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

**3. More Time.** KIPP Philadelphia Charter School knows that there are no shortcuts when it comes to success in academics and life. With an extended school day, week, and year, students have more time in the classroom to acquire the academic knowledge and skills that will prepare

them for competitive high schools and colleges, as well as more opportunities to engage in diverse extracurricular experiences.

**4. Power to Lead.** The principal of KIPP Philadelphia Charter School is an effective academic and organizational leader who understands that great schools require great School Leaders. He has control over his school budget and personnel. He is free to swiftly move dollars or make staffing changes, allowing him maximum effectiveness in helping students learn.

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

## Academic Standards

First, we determined a sequence for the 5th, 6th, 7th and 8th grades, so we would know in general terms what we were teaching, and when we were teaching it. We then merged Pennsylvania's standards with the KIPP National Exit standards, using our sequence to guide us. This enabled us to create a set of KIPP Philadelphia Charter School standards that are aligned with both Pennsylvania's and KIPP's, and are also single grade specific, unlike Pennsylvania's. This way, we know exactly what should be taught each year, and we are still ensuring that all Pennsylvania standards are met by the appropriate time frame.

Teachers are given these KIPP Philadelphia Charter School standards at the beginning of the school year. They are also given a template for long-term unit plans and lesson plans. Each long-term unit plan has teachers map out the sequence of their year, and roughly when they plan to cover each topic. In each unit plan teachers are expected to outline exactly what standards are being covered in the unit, and underneath each standard, they list what objectives they plan on teaching to ensure each student attains the standard. Teachers are also required to submit a lesson plans the Thursday prior to every week that clearly states what standard is being taught, and which objectives will be taught.

At KIPP Philadelphia, our philosophy can best be summarized with something we always remind our teachers: "At KIPP, we meet the students where they are and pull them up." We understand the majority of our students are coming from struggling city schools, and as a result, come to us academically behind. It is our job to ensure every single student is at or above grade level by the time they leave us after the 8th grade. It is easiest to demonstrate this using our 5th grade math curriculum as an example. We begin the students' 5th grade math class by re-teaching some of the most basic math. These are topics that should have been taught years ago, but that through experience we know we can't assume students remember. We begin by re-teaching simple place value - tens, hundreds, thousands. We also re-teach simple addition, simple subtraction and the times tables. When we teach adding and subtracting fractions, which of course is a standard part of most any 5th grade math curriculum, we go back over the basics of fractions that students should have had in the 4th grade. It is this philosophy that truly enables us to ensure every child learns all of the material, and doesn't slip through the cracks.

Developmentally, the most important feature of our school design is the quality of the instruction that we provide. There are many educational theories and practices proven to be effective in the classroom environment. We do not subscribe to one approach. We believe in allowing successful teachers to teach in an environment that supports their own successful practices and strategies. KIPP Philadelphia Charter School implements proven methodologies that have led to success in existing KIPP academies. The implementation of all these methods enables us to meet the needs of all of our students' diverse learning styles. These methodologies include: direct instruction; one-on-one teacher instruction; peer tutoring; computer activities; educational and motivational

field lessons; physical instruction such as raps, songs, chants and dances; phonics instruction; and project-based learning.

## **Strengths and Challenges**

Next year we are going to focus on keeping the momentum with our 6<sup>th</sup> graders, and reaching even greater heights with our incoming 5th graders. If we continue to teach our students in a high-quality way, our test scores will continue to increase as well. We feel very good about our year, but we also know that, as Jim Collins, author of Good to Great says, "Good is the enemy of great." Being good isn't good enough. We will continue to strive forward to make our goals for our students a reality.

What are two strengths of our academic program?

- Our instructional leaders: KPCS instructors do whatever it takes to ensure that students are learning. They come in early, stay late, lead tutoring sessions during breakfast, lunch and after school and make themselves available to students by phone evenings.
- Our high expectations for student learning: Although most of our students come to us well below grade level, we believe that all students can and will meet or exceed grade level expectations. Although PSSA performance is an incomplete indicator of student learning and growth, net change over the course of students' tenure is significant.

What are two weaknesses of our academic program?

- Collaboration with other schools in our region: We are part of a network of four Philadelphia schools; however, we have not yet built opportunities for teachers from our campus to share best practices, co-plan and analyze student learning data with teachers at other campuses.
- Arts education: We focus heavily on Math, Reading, Social Studies and Science. We offer music in only one grade, opportunities for visual and performance arts classes are very limited.

## **SECTION II. STRATEGIC IMPROVEMENT PLANNING**

### **Strategic 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. Eric Leslie will be responsible for setting forth the vision and goals for the school year. Neil Dwyer will be responsible for gathering the data for all of our learners and 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.

## Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Archer, Rebecca	KIPP Philadelphia Charter School	Middle School Teacher	Teaching Staff at KIPP Philadelphia Charter School
Beaser, Shelly	Instructor, Chestnut Hill and Cabrini College	Community Representative	Board of Directors
Crenshaw, Omowale	Enterprise Heights Real Estate Development	Business Representative	Board of Trustees
Dwyer, Neil	Director of Operations	Administrator	Marc Mannella
Leslie, Eric	Principal	Administrator	Marc Mannella
Marc Mannella	CEO	Administrator	Marc Mannella
Nilsson, Chelsea	KIPP Philadelphia Charter School	Middle School Teacher	Teaching Staff at KIPP Philadelphia Charter School
Scott, Tirrell	Senior Finance Assistant, Aramak Corporation	Parent	Board of Directors
Stanford, Yetta	Director, Immanuel House - Girls in Transition	Parent	Board of Directors
Tipson, Katy	KIPP Philadelphia Charter School Education Specialist	Ed Specialist - Social Restoration	Education Specialists
Wulf, James	Director of Technology	Ed Specialist - Instructional Technology	Marc Mannella

## Goals, Strategies and Activities

### Goal: Charter Performance Indicator 1

**Description:** Each year, the average score earned by KPCS students on the 5th and 8th grade PSSA reading test, 6th grade writing test, and 5th and 8th grade math tests, will be higher than the state average, and at least 50 points higher than the average score of same-grade students in the School District of Philadelphia.

#### Strategy: More Time on Task

**Description:** All students are given a 2-hour block of both reading and math daily. Students are grouped by ability level in the afternoons to provide extra help in reading and math to students who need it. Students who need extra help in math will participate in peer tutoring at lunch or the afterschool Math Stars Program. All students are able to call their teachers at home for homework help until 9:30pm if they need it.

### **Activity: Maintain Classroom Technology Infrastructure to Support Differentiation in Thinking Labs Program**

**Description:** For 45-50 instructional minutes of the day, students are split into ability-level groups for reading "Thinking Labs." During these sessions, the student-teacher ratio is reduced to provide more instructional support for students who are struggling or need further enrichment in reading. To further support students' growth in these areas, teachers make use of classroom computers to differentiate instruction during these times. Computer activities done during this time include but are not limited to use of Study Island for PSSA preparation, use of an Internet browser to research topics for content-based projects, use of the Microsoft Office applications to support students as they develop project presentation skills, and use of the Reading Horizons and Reading Counts programs to support development of literacy skills. The school will also be adding the Achieve 3000 program during 2009-10.

The classroom computer infrastructure (2-4 computers per classroom with Internet access and MS Office suite) must be maintained by doing the following: 1) provision of on-site software and hardware support by the Director of Technology and 2) maintenance of the licensing agreements for all instructional software and web-based programs. It is the recommendation of the Director of Technology that all classroom computer hardware be replaced in SY2010-11 as some of the current hardware is nearly 6 years old.

#### **Person Responsible Timeline for Implementation Resources**

Wulf, James	Start: 1/1/2007 Finish: Ongoing	\$8,541.82
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**Status:** In Progress — Upcoming

### **Activity: Maintain Math Stars Technology Infrastructure**

**Description:** During the after school Math Stars program, students boost their math skills by completing lessons and playing games on the web-based Study Island program. Students in grades 5-8 work in the Computer Lab during the designated Math Stars time. To support the use of Study Island, the Computer Lab infrastructure must be maintained. This maintenance has two components: 1. provide in-house hardware and software support by funding the presence of a Director of Technology for the school and 2. maintain the licensing agreement with Study Island by budgeting for the appropriate amount of funds in the school budget each year (apprx. \$4500 for 08-09).

#### **Person Responsible Timeline for Implementation Resources**

Wulf, James	Start: 1/1/2007 Finish: Ongoing	\$9,000.00
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**Status:** In Progress — Upcoming

## Goal: Charter Performance Indicator 2

**Description:** Each year, the average percentile ranking of KPCS students on the MAP (NWEA) assessment in reading and math in all grade levels will be higher than the average percentile ranking on the MAP (NWEA) assessments of students in the district.

### Strategy: More Time on Task

**Description:** All students are given a 2-hour block of both reading and math daily. All students are given a 50-minute block each daily of social studies and science. All reading, math, science and social studies curricula include intensive test-preparation. All students are able to call their teachers at home for homework help until 9:30pm if they need it.

### Activity: 6th-grade computer class

**Description:** Sixth-grade students will use the Computer Lab for Writing Workshop for approximately 3 hours each week. During the first trimester, students will develop typing skills using the Type to Learn Program. As the year continues, students will develop Microsoft Office skills through authentic Writing Workshop project experiences. Web safety will be taught to students when the Writing Workshop projects require them to use the Internet for research purposes.

#### Person Responsible Timeline for Implementation Resources

Wulf, James	Start: 1/1/2007 Finish: Ongoing	\$733.44
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**Status:** In Progress — Upcoming

### Activity: More class time in Computer Lab as needed

**Description:** Science, math, social studies, reading, and writing teachers will schedule additional class time in the Lab for 6th-, 7th-, and 8th-graders as needed to complete instructional projects, including writing projects in the 6th grade, science fair projects in the 7th and 8th grades, and English Language Arts research projects in the 7th grade.

#### Person Responsible Timeline for Implementation Resources

Wulf, James	Start: 1/1/2007 Finish: Ongoing	\$2,000.00
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**Status:** In Progress — Upcoming

## **Goal: Charter Performance Indicator 3**

**Description:** Students will improve at least 1.5 grade levels in reading and math year 1, with at least 85% of all students at or above grade level in grade 5, 90% at or above grade level in grade 6, 95% at or above grade level in grade 7, and 100% at or above grade level at the end of grade 8.

### **Strategy: More Time on Task**

**Description:** All students are given a 2-hour block of both reading and math daily. Students are grouped by ability level in the afternoons to provide extra help in reading and math to students who need it. Students who need extra help in math will participate in peer tutoring at lunch or the afterschool Math Stars Program. All students are able to call their teachers at home for homework help until 9:30pm if they need it.

### **Activity: Maintain Math Stars technology infrastructure**

**Description:** During the after school Math Stars program, students boost their math skills by completing lessons and playing games on the web-based Study Island program. Students in grades 5-8 work in the Computer Lab during the designated Math Stars time. To support the use of Study Island, the Computer Lab infrastructure must be maintained. This maintenance has two components: 1. provide in-house hardware and software support by funding the presence of a Director of Technology for the school and 2. maintain the licensing agreement with Study Island by budgeting for the appropriate amount of funds in the school budget each year (apprx. \$4500 for 08-09).

#### **Person Responsible Timeline for Implementation Resources**

Wulf, James	Start: 1/1/2007 Finish: Ongoing	\$500.00
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**Status:** In Progress — Upcoming

## **Goal: Charter Performance Indicator 4**

**Description:** By the end of grade 5, 95% of students will be able to identify and compose a grammatically correct sentence. By the end of grade 6, 95% of students will be able to compose a grammatically correct paragraph. By the end of grade 7, 95% of students will be able to compose a grammatically correct three-paragraph essay. By the end of grade 8, 95% of students will be able to compose a grammatically correct essay longer than three paragraphs.

### **Strategy: More Time on Task**

**Description:** Students in the 5th and 6th grades are allotted a daily 50-minute period for writing. In all grades, reading and writing is mandated across the curriculum, specifically in reading, social studies and science.

**Activity: Maintain Computer Lab infrastructure to support Writing and ELA instruction**

**Description:** Students will use the Computer Lab at key instructional times as determined by Writing and ELA teachers to develop their on-screen writing skills and support/encourage growth of their writing skills.

**Person Responsible Timeline for Implementation Resources**

Wulf, James	Start: 1/1/2007 Finish: Ongoing	\$7,000.00
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**Status:** In Progress — Upcoming

## **Goal: Charter Performance Indicator 5**

**Description:** Every 8th grader will write a well-organized lab report, demonstrating that he/she has successfully: a) formed a hypothesis about a scientific question, b) designed a scientific experiment to test the hypothesis, c) conducted the experiment, d) gathered, organized, and analyzed data, and e) drawn appropriate conclusions

**Strategy: More Time on Task: Science**

**Description:** The science curriculum in grades 5, 6, 7 and 8 is based on the Scientific Method. Science classes have a great deal of inquiry-based learning opportunities, hands-on lessons and labs.

**Activity: Annual Science Fair**

**Description:** Each year, students in the 6th, 7th and 8th grades are required to plan, create and execute a science project. Each student designs their experiment based on a chosen hypothesis. They are required to write a lab report using the Scientific Method and they must also create a presentation board to be displayed in the multi-purpose room. Outside judges are invited from the community to rate the projects on a given rubric to decide the grade-level winners.

**Person Responsible Timeline for Implementation Resources**

Leslie, Eric	Start: 5/7/2010 Finish: 5/9/2010	-
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**Status:** In Progress — Overdue

**Activity: Use MS Office applications to develop science fair presentations**

**Description:** Students will use Microsoft Office applications, including Microsoft Word, Excel and PowerPoint, to develop presentation materials for the science fair project

**Person Responsible Timeline for Implementation Resources**

Wulf, James	Start: 1/1/2010 Finish: Ongoing	\$500.00
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**Status:** In Progress — Upcoming

**Activity: Use the Internet to research science fair topics**

**Description:** Students will use the school's Computer Lab and the classroom computers to do Internet-based research for science fair projects. For this activity to be realized, the following must occur: 1) provision of hardware and software support for existing technology resources and 2) provision of professional development for teaching staff.

**Person Responsible Timeline for Implementation Resources**

Wulf, James	Start: 1/1/2010 Finish: Ongoing	-
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**Status:** In Progress — Upcoming

**Goal: Charter Performance Indicator 6**

**Description:** Yearly average attendance rate for the student body will be at or above 92%.

**Strategy: Strong Communication Between Home and School**

**Description:** Parent phone calls will be made for absent students who do not notify the school. Warning letters will be sent home to parents of students with more than 10, 20, and 25 absences. The Parent/Student Handbook contains a policy stating that 30 or more absences result in the student repeating the grade. Positive incentives and rewards provide motivation for student attendance.

### **Activity: Provide Parents and Students Online Access to Grades**

**Description:** Parents and students can obtain access online to grade information using the PowerSchool parent/student interface.

#### **Person Responsible Timeline for Implementation Resources**

Wulf, James	Start: 1/1/2007 Finish: Ongoing	\$2,741.46
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**Status:** In Progress — Upcoming

## **Goal: Charter Performance Indicator 7**

**Description:** For each day that school is in session, an average of 90% of students will complete and turn in all homework assignments.

### **Strategy: Creating Student Buy-In**

**Description:** Daily homework percentages will be posted in a central classroom and/or cafeteria. Percentages will be posted by homeroom to create inter-homeroom competitions for best homework percentage. Individuals will be recognized for perfect homework.

### **Activity: Computer Lab Choice Time**

**Description:** Seventh and eighth graders who have completed all of their homework and who have a record of excellent behavior will have the opportunity to have "choice time" in the Computer Lab periodically during lunch time.

#### **Person Responsible Timeline for Implementation Resources**

Wulf, James	Start: 1/1/2007 Finish: Ongoing	-
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**Status:** In Progress — Upcoming

## **Goal: Charter Performance Indicator 8**

**Description:** 100% of 8th graders will attain acceptance into college preparatory high schools.

## **Strategy: Student Preparation**

**Description:** Our rigorous curriculum and high expectations provide students with the opportunity to attain an excellent preparatory education in middle school. By the time they are in 8th grade, KIPP Philadelphia Charter School students will be completing 9th grade Algebra 1 and a 9th grade reading curriculum. Special high school preparation activities will also help us reach this goal.

## **Activity: Use of Lab and Classroom Computers for High School Application Process**

**Description:** Students will use computers in the Computer Lab and in the classrooms to research potential high schools online and to word process high school application essays.

### **Person Responsible Timeline for Implementation Resources**

Wulf, James	Start: 1/1/2007	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

## **Goal: MATHEMATICS**

**Description:** At least 56% of all students will be proficient in Mathematics, as measured by the annual state-wide PSSA assessments.

## **Strategy: More Time on Task**

**Description:** All students are given a 2-hour block of math daily. Students who need extra help participate in peer tutoring in math at lunch. All students are able to call their teachers at home for homework help until 9:30pm if they need it.

## **Activity: Maintain Math Stars Technology Infrastructure**

**Description:** During the after school Math Stars program, students boost their math skills by completing lessons and playing games on the web-based Study Island program. Students in grades 5-8 work in the Computer Lab during the designated Math Stars time. To support the use of Study Island, the Computer Lab infrastructure must be maintained. This maintenance has two components: 1. provide in-house hardware and software support by funding the presence of a Director of Technology for the school and 2. maintain the licensing agreement with Study Island by budgeting for the appropriate amount of funds in the school budget each year (apprx. \$4500 for 08-09).

### **Person Responsible Timeline for Implementation Resources**

Wulf, James	Start: 1/1/2007	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

### ***Activity: Math Stars Program***

**Description:** Students and staff stay after school from 5:00pm to 6:00pm to practice PA math standards on an internet-based program called Study Island. Not only does this program allow students to practice their grade-appropriate math skills, but it provides them with PSSA test-preparation.

### **Person Responsible Timeline for Implementation Resources**

Leslie, Eric	Start: 9/7/2010	-
	Finish: 6/5/2011	

**Status:** Not Started — Overdue

## ***Goal: READING***

**Description:** At least 63% of all students will be proficient in Reading, as measured by the annual state-wide PSSA assessments.

### ***Strategy: More Time on Task***

**Description:** All students are given a 2-hour block of reading daily. Students are grouped by ability level in the afternoons to provide extra help in reading to students who need it. All students are able to call their teachers at home for homework help until 9:30pm if they need it.

### ***Activity: Guided Reading Pull-Out***

**Description:** During the regular school day, teachers who have an extra planning period will use this time to conduct small-group guided reading circles with students who need support in their reading strategies and comprehension. These students will be pulled out of enrichment classes, such as Computers or PE.

### **Person Responsible Timeline for Implementation Resources**

Leslie, Eric	Start: 9/7/2010	-
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Finish: Ongoing

**Status:** Not Started — Overdue

### **Activity: Literacy Lab**

**Description:** In the middle of the day students are grouped by reading ability. During this time, students are instructed in phonemic awareness/phonics or guided reading, depending on the skills they lack. Students who are on or above grade-level in reading (as determined by their lexile level in the Scholastic Reading Inventory) may participate in staff-run clubs during this time.

#### **Person Responsible Timeline for Implementation Resources**

Leslie, Eric	Start: 9/7/2010	-
	Finish: 6/6/2011	

**Status:** Not Started — Overdue

### **Activity: Maintain Classroom Technology Infrastructure to Support Differentiation in Literacy Labs**

**Description:** Computer activities done during this time include but are not limited to use of Study Island for PSSA preparation, use of an Internet browser to research topics for content-based projects, and use of the Microsoft Office applications to support students as they develop project presentation skills. The classroom computer infrastructure (2-4 computers per classroom with Internet access and MS Office suite) must be maintained by doing the following: 1) provision of on-site software and hardware support by the Director of Technology and 2) maintenance of the licensing agreements for Study Island and Microsoft Office.

#### **Person Responsible Timeline for Implementation Resources**

Wulf, James	Start: 1/1/2007	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

### **Activity: Reading Stars Program**

**Description:** Students, staff and adult volunteers stay after school from 5:00pm to 6:00pm to improve the phonics skills of struggling readers, using a one-on-one, scripted program called Reading Stars.

### Person Responsible Timeline for Implementation Resources

Leslie, Eric	Start: 9/7/2010	-
	Finish: 6/6/2011	

**Status:** Not Started — Overdue

## **Goal: STUDENT ATTENDANCE (any school that does not graduate seniors)**

**Description:** Student attendance will meet a 90% threshold and/or show growth.

### **Strategy: Strong Communication Between Home and School**

**Description:** Parent phone calls will be made for absent students who do not notify the school. Warning letters will be sent home to the parents of students with more than 10, 20 and 25 absences.

The Parent/Student Handbook contains an attendance policy stating that 30 or more absences results in the student repeating the grade.

Positive incentives and rewards for perfect attendance provide motivation for student attendance, as well.

### **Activity: Use of PowerSchool to monitor attendance and support parent-teacher communication**

**Description:** Teachers and administrative staff will access information about students' attendance via the PowerSchool interface. Teachers will also use the interface to access contact information for parents and families of students.

### Person Responsible Timeline for Implementation Resources

Wulf, James	Start: 1/1/2007	\$26,860.83
	Finish: Ongoing	

**Status:** In Progress — Upcoming

## **Goal: STUDENT PARTICIPATION IN STATE ASSESSMENTS**

**Description:** At least 95% of eligible students will participate in required state-wide assessments.

## **Strategy: Strong Communication Between Home and School**

**Description:** Parent meetings and bulletins will stress the importance of being present and on time on test days.

Teachers will go to students' homes to test there if the student is medically unable to come to school.

Test schedule will allow for make-up testing for students who must miss a day during the testing window.

### **Activity: Maintain technology infrastructure to facilitate family-school communication**

**Description:** School technology infrastructure, including administrative staff computers and copy machines, will be maintained in order to facilitate timely production of key communication tools, such as the weekly parent bulletin.

#### **Person Responsible Timeline for Implementation Resources**

Wulf, James	Start: 1/1/2007	\$953.97
	Finish: Ongoing	

**Status:** In Progress — Upcoming

### **Statement of Quality Assurance**

Charter school has not met AYP.

Charter school has not created a School Improvement Plan.

Charter school has not submitted and reviewed its School Improvement Plan with the Intermediate Unit designee.

There are currently no supporting documents selected for this section.

## **SECTION III. QUALITY OF SCHOOL DESIGN**

### **Rigorous Instructional Program**

First, we determined a sequence for the 5th, 6th, 7th and 8th grades, so we would know in general terms what we were teaching, and when we were teaching it. We then merged Pennsylvania's standards with the KIPP National Exit standards, using our sequence to guide us. This enabled us to create a set of KIPP Philadelphia Charter School standards that are aligned with both Pennsylvania's and KIPP's, and are also single grade specific, unlike Pennsylvania's. This way, we know exactly what should be taught each year, and we are still ensuring that all Pennsylvania standards are met by the appropriate time frame.

Teachers are given these KIPP Philadelphia Charter School standards at the beginning of the school year. They are also given a template for long-term unit plans and lesson plans. Each long-term unit plan has teachers map out the sequence of their year, and roughly when they plan to cover each topic. In each unit plan teachers are expected to outline exactly what standards are being covered in the unit, and underneath each standard, they list what objectives they plan on teaching to ensure each student attains the standard. Teachers are also required to submit a lesson plans the Thursday prior to every week that clearly states what standard is being taught, and which objectives will be taught.

At KIPP Philadelphia, our philosophy can best be summarized with something we always remind our teachers: "At KIPP, we meet the students where they are and pull them up." We understand the majority of our students are coming from struggling city schools, and as a result, come to us academically behind. It is our job to ensure every single student is at or above grade level by the time they leave us after the 8th grade. It is easiest to demonstrate this using our 5th grade math curriculum as an example. We begin the students' 5th grade math class by re-teaching some of the most basic math. These are topics that should have been taught years ago, but that through experience we know we can't assume students remember. We begin by re-teaching simple place value - tens, hundreds, thousands. We also re-teach simple addition, simple subtraction and the times tables. When we teach adding and subtracting fractions, which of course is a standard part of most any 5th grade math curriculum, we go back over the basics of fractions that students should have had in the 4th grade. It is this philosophy that truly enables us to ensure every child learns all of the material, and doesn't slip through the cracks.

Developmentally, the most important feature of our school design is the quality of the instruction that we provide. There are many educational theories and practices proven to be effective in the classroom environment. We do not subscribe to one approach. We believe in allowing successful teachers to teach in an environment that supports their own successful practices and strategies. KIPP Philadelphia Charter School implements proven methodologies that have led to success in existing KIPP academies. The implementation of all these methods enables us to meet the needs of all of our students' diverse learning styles. These methodologies include: direct instruction; one-on-one teacher instruction; peer tutoring; computer activities; educational and motivational field lessons; physical instruction such as raps, songs, chants and dances; phonics instruction; and project-based learning.

## **Rigorous Instructional Program - Attachments**

- Teacher Induction Approval Letter
- Professional Education Plan Approval Letter

## **English Language Learners**

“Students at KIPP Philadelphia Charter School with limited proficiency in English ("English Language Learners," or "ELLs") will achieve proficiency in the English language as quickly as possible through the use of the school's services and teaching methods. KIPP Philadelphia Charter School ensures that ELL students will not be excluded from curricular and extra-curricular activities based on an inability to speak and understand the language of instruction, and also that

ELL students will not be assigned to special education because of their lack of English proficiency. Parents whose English proficiency is limited will receive notices and information from the school in their native language to encourage participation in the school by all members of the KIPP Philadelphia Charter School community.

### **Program Services and Assessment**

As part of the enrollment process, all parents or guardians enrolling their student in KIPP Philadelphia Charter School will be required to complete a Home Language Survey (HLS). The HLS will be offered to the parent or guardian in the language that he or she speaks so as to ensure accuracy of reporting. Any student whose HLS indicates that there is a language other than English spoken at home or that the student first learned a language other than English will be screened in August and September for English proficiency. KIPP Philadelphia Charter School currently uses the W-APT as its primary screening instrument. Additionally, students' records from previous schools will be examined to determine whether they have already been identified as an ELL and what level of proficiency they have attained.

In accordance with KIPP's philosophies of no excuses and more time on task, all ELL students will be expected to become proficient in the English language at a rapid pace. KIPP Philadelphia Charter School believes that a structured English immersion program will be most helpful to ELL students in improving their abilities to master the language. ELL students will receive the same academic content as those students who are native English speakers. All instruction will be in English, however, the level of English used for instruction - both oral and written -- will be modified appropriately for each ELL student as necessary. Additionally, for those ELLs requiring additional assistance, pull-out services will be offered by an ESL-trained teacher. Due to KIPP Philadelphia Charter School's extended day instruction, there is ample time that can be used for this additional intensive English language instruction without compromising the school's philosophy of dedicating more time to core subjects. Finally, all teachers who instruct the ELL students will receive professional development on communicating with ELL students and in techniques for detecting whether a student has English language deficiencies. The ESL teacher at KIPP Philadelphia Charter School will assist the core subject teachers in modifying any content as appropriate.

ELL students' progress will be tracked annually using the state of Pennsylvania's ELL assessment, the ACCESS test. The ACCESS, administered in the spring of each school year, assesses ELL students' English language proficiency in the areas of listening, speaking, reading and writing across the content areas. Once a student has attained a Level Five score in all four sub-sections of the test, and/or meets the state criteria for exiting, he or she will no longer be designated as an ELL learner and will be exited from services; however, KIPP Philadelphia Charter School will continue to monitor that student's progress to ensure continued success in English-language instruction for a minimum of 2 years.

KIPP Philadelphia Charter School will provide all necessary staff and specialized curricular materials to enable ELL students to achieve proficiency. KIPP Philadelphia Charter School will directly provide or make referrals to appropriate support services that may be needed by ELL students in order to achieve and maintain a satisfactory level of academic performance. Such services may include individual counseling, group counseling, home visits, and parental counseling.

### **English Language Learners - Attachment**

- KPCS ELL Report

## Graduation Requirements

Not Applicable

## Special Education

As stated in our mission, we at KIPP Philadelphia Charter School share one vital, common belief: all students, regardless of family background, income, race, religion, sex, or health, can, and will, learn. This core belief also includes the idea that both students with disabilities and those identified as mentally gifted will be challenged and rewarded through their education here at KIPP. 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 Philadelphia Charter School educates all our students in the least restrictive environment. 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.

## Special Education - Attachment

- Special Education at KPCS

## Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Jonathan Kammer	1.00	Learning Support	KIPP Philadelphia Charter School	18	5th Grade
Jessica Bass	1.00	Learning Support	KIPP Philadelphia Charter School	16	6th grade and speech only IEPs
Amy Anderson	1.00	Learning Support	KIPP Philadelphia Charter School	11	7th/8th grade
Misty Mueller	1.00	Learning Support	KIPP Philadelphia Charter School	12	7th/8th grade

## Special Education Program Profile - Chart II

There is currently no data saved for this section.

## Special Education Program Profile - Chart III

Title	Location	FTE
5th grade Learning Support Teacher	KIPP Philadelphia Charter School	Yes
6th grade Learning Support Teacher	KIPP Philadelphia Charter School	Yes
7th grade Learning Support Teacher	KIPP Philadelphia Charter School	Yes
8th grade Learning Support Teacher	KIPP Philadelphia Charter School	Yes

## Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Therapy Source, Inc.	School Psychologist	8 hours
Therapy Source, Inc.	Speech Therapist	12 hours
Therapy Source, Inc.	Occupational Therapist	2 hours
Therapy Source, Inc	Social Worker	4 hours

## SECTION IV. ACCOUNTABILITY

### Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
PSSA	No	No	No	No	No	Yes
PASA	No	No	No	No	No	No
NWEA - MAP	No	No	No	No	No	Yes

### Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
PSSA	Yes	Yes	Yes	No	No	No	No
PASA	No	No	Yes	No	No	No	No
NWEA MAP	Yes	Yes	Yes	No	No	No	No

### Student Assessment

The 2009 — 2010 year saw 75% turnover in Reading and Mathematics instructional staff at KIPP: Philadelphia Charter School, presenting our community with both the unique challenges presented by on-boarding so many new teachers and the great opportunities posed by the accompanying influx of fresh ideas. In spite of these transitions, we are pleased to see that students continued to demonstrate significant growth as measured by the PSSA and that staff improved implementation as measured by the KIPP: Philadelphia Charter School “Excellence in Teaching” Rubric.

Results on the PSSA indicate slow, steady growth in Reading proficiency. Our eighth graders posted the second-highest level of proficiency and advanced proficiency of our four graduating classes, improving proficiency by 16% from 2009 to demonstrate 78% proficiency and advanced proficiency in 2010. This same cohort posted only 18% proficiency in Reading in the Spring of 2007, their first year at KIPP and the school’s all-time low. Their career change, then, is a remarkable 60% increase in proficiency and advanced proficiency in Reading. Our most significant single-year jump occurred in seventh grade, where we saw an 18% increase to 52% proficiency and advanced proficiency on the Reading PSSA. We continue to struggle with making significant gains in sixth-grade reading, where we saw a 5% increase in scores; 35% of students scored proficient in 2009, whereas 40% scored proficient in 2010. Although this is a six-point increase over last year’s sixth-grade proficiency levels, we recognize that we have much

work ahead of us to ensure that we are moving students to proficiency earlier in their KIPP careers. In fifth-grade, we saw reasonably consistent results. Although the instructor was on maternity leave for three months of the year, students posted 32% proficiency in 2010, in comparison to 35% proficiency in 2009.

We saw a complete turnover of our Mathematics team in the 2009 — 2010 school year, and our data reflects these changes in some areas. In eighth-grade, students posted 78% proficiency and advanced proficiency on the Mathematics portion of the PSSA. Their proficiency level exceeds our 2009 performance by 2% and represents a 27% “career change” in Mathematics proficiency; however, they indicate a 5% decrease in proficiency within the cohort from the 2009 — 2010 school year. Although our seventh graders’ Mathematics proficiency falls well below last year’s performance, their progress indicates 15% growth in proficiency. Sixth-grade Math scores, like eighth-grade Math scores, compare favorably to sixth-grade performances in other years yet reflect a decrease in proficiency from fifth-grade to sixth-grade. The sixth-grade cohort demonstrated 51% proficiency in 2010 in comparison to 69% proficiency in 2009. We have struggled with a similar proficiency dip in sixth-grade Mathematics for the past three years and are in the process of reexamining and realigning our curricula to ensure that we are equipping students with the skills they need to be successful in sixth-grade Math. Our fifth-grade Mathematics results were a source of disappointment for us and reflect the difficulties that occasionally accompany such a significant staffing transition. While our curriculum has not changed since we posted results in the high 60s and low 70s in 2009 and 2010, our fifth-graders scored only 41% proficiency and advanced proficiency in 2010. Supporting implementation in fifth-grade Mathematics will be one of our chief areas of concern in the 2010 — 2011 school year.

In addition to administering the criterion-referenced PSSA, KIPP: Philadelphia Charter School administers the Measures of Achievement Progress (MAP) test, a norm-referenced test provided by the North West Educational Alliance (NWEA). In the 2009 — 2010 school year, we opted to administer the MAP twice: once in August to establish a baseline and one in May to chart growth. The graphs that appear below both indicate fall-to-spring growth at KPCS and draw a comparison between students at KPCS and the national normative level provided by the NWEA. The second graph in each set, the graph comparing KPCS growth with norm growth allows us to examine the progress of students at KPCS in relationship to the progress made by a large, diverse group of students whose scores were manipulated to form a normal distribution. With the exception of seventh-grade Reading, students made progress in Math and Reading in all grades with the most significant gains occurring their first year at KPCS. Growth at KPCS exceeded growth of the normative group in grades 5 and 8 Mathematics and grade 5 Reading; in all other areas, growth at KPCS was either similar to or lagged behind growth made by the normative group. This raises a number of questions for us, especially as we look to refine our curricula in grades 5 and 6 Mathematics and Reading. We intend to look carefully at the data we collect in August 2010 to inform creation of our remediation groups for the 2010 — 2011 school year.

The key levers driving progress at KIPP: Philadelphia Charter School will remain unchanged in the 2010 — 2011. Teachers will continue to receive the resources they need to be successful in the classroom, and daily feedback from the Dean of Instruction will inform decision-making around ongoing professional development. The teacher reflection cycle we have established around assessment data, both formal and informal, will continue over the course of the year, and instructors will continue to differentiate instruction to meet the needs of all learners. Students will continue to devote long hours to their studies, arriving at 7:25 in the morning and learning until 5:00 in the evening, and families will continue to work with KIPP: Philadelphia Charter School by supporting their students in completing two hours of daily homework.

Our chief initiative in the 2010 — 2011 school year is alignment and development of our Mathematics and English Language Arts curricula, a project we understand to comprise three phases. Phase one required us to work with a consulting group to develop a more comprehensive curriculum in grades 5 and 6 Reading and Mathematics. We are pleased to say

that we completed phase one July 15, 2010. At present, teachers in grades five through eight are spearheading the second phase by revising their unit plans and creating trimester assessments that align with Pennsylvania Assessment Anchors. Phase two is scheduled to conclude August 9, 2010. Phase three begins in late August and spans the year: two specialists, one Math and one Reading, will spend two full days working with our content area teams to improve implementation of our curriculum and to develop our instructors' abilities to move all learners forward. Specialists will return for follow-up visits with content area teams in the fall and will coach our Dean of Instruction regularly over the course of the year to ensure that all staff members are supported as they explore new strategies in the classroom. Phase three will conclude in June of 2011, when 2010 — 2011 data on student learning will inform our conversations about the success of this project and drive our decisions about initiatives for the 2011 — 2012 school year.

## **Student Assessment - Attachment**

- KPCS 2009-2010 Aggregate PSSA Results

## **Teacher Evaluation**

Evaluation: All full-time and instructional staff will receive a formal mid-year and end-of-year evaluation of their performance in the following areas by KIPP Philadelphia's School Leader: 1) progress towards individual goals, 2) job responsibilities, and 3) adherence to school values.

Informal Evaluation: Instructional staff will receive informal feedback every two weeks from the respective Dean and Instructional Coach

Individuals who are responsible for teacher and staff evaluations:

Eric Leslie, School Leader  
Chelsea Nilsson, Instructional Coach  
Darryl Blodgett, Dean of the Lower School  
Becky Archer, Dean of the Upper School

Training for Evaluators:

All KIPP School Leaders benefit from a year-long experience in a leadership training development program. This training, coordinated by the KIPP Foundation, provides School Leaders with intensive training in many areas, including teacher evaluation and special education. Additionally, all KIPP School Leaders assemble twice yearly, once in the winter and once in the summer, to participate in professional development activities and seminars, share best practices and grow professionally. In addition to the School Leader, the above named individuals are also in KIPP leadership training programs that provide teacher evaluation and support training. In addition, KIPP teachers and staff are evaluated five years by an outside organization, hired by KIPP Foundation to measure the school's data, teaching and systems and procedures against nationally determined benchmarks.

## **Teacher Evaluation - Attachment**

- Teacher Evaluation Plan 09010

## **SECTION V. GOVERNANCE REQUIREMENTS**

### **Leadership Changes**

The following changes in leadership were made to the Board for the 2009-2010 year:  
\* Mike Shaedle stepped down as Secretary, but moved into the role of Vice President  
\* Michael Jackson moved into the Role of Secretary

## **Board of Trustees**

<u>Name of Trustee</u>	<u>Office (if any)</u>
Heather Steinmiller	none
Omowale Crenshaw	none
Sanjeev Midha	none
Sara Gallagher Campbell	none
Jay Gilbert	President
Carmen Maldonado	none
Yetta Standford	Parent
James Mackey	none
Mike Wang	none
Mike Schaedle	Vice President
Jennifer Miles	none
Holly Flanagan	none
Shelly Beaser	none
Tirrell Scott	parent
Michael Jackson	Secretary

## **Professional Development (Governance)**

Every year we send a representative from our Board to the annual KIPP School Summit, where in the School Board strand our Board Members have received training on governance issues including the Sunshine Law. We have also benefited from having a local Board retreat, where we hired an outside consultant to work with our Board to improve its overall efficiency and functionality.

## **Coordination of the Governance and Management of the School**

Coordination is handled through the CEO, Marc Mannella. Mr. Mannella 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.

## **Coordination of the Governance and Management of the School - Attachment**

- 2010-2011 KPCS BOT Schedule

## **Community and Parent Engagement**

In order to stay in compliance with the Sunshine Act, all of our Board meeting dates are published in the local newspaper. They are also published in the Parent/Student Handbook to make parents aware of the meetings. 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.

KPCS also conducts mid- and end-year parent surveys which include space for open-ended feedback. This data is presented to the Board of Trustees.

Additionally, we host several events throughout the year that involve parent and community volunteers, including school field trips, parent and student luncheons and out-of-state field lessons. Several parents attended four week-long field lessons to the, to the American Southwest in June 2010, to Puerto Rico in June 2010 and to Washington, DC in June 2010. We also hosted our third annual "Take Your Parent to School Day," in which over 100 parents participated.