
Pennsylvania Department of Education



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

Charter Annual Report
Tuesday, May 07, 2013
(Last Accepted: Tuesday, May 29, 2012)

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 2011 - 2012

Name of School: KIPP Philadelphia Charter School

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

Length of Charter: 6 years **Opening Date:** July 14, 2003

Grade Level: K,1,5,6,7,8,9,10 **Hours of Operation:** K and 1: 8:00am-4:15pm M-F, Grades 5,6,7,8: 7:30am-5:00pm M-Th, 7:30am-2:30pm F, Grade 9 and 10: 8:00am-5:00pm M-Th, 8:00am-3:30pm F

Percentage of Certified Staff: 81.6% **Total Instructional Staff:** 55

Student/Teacher Ratio: 12:1 **Student Waiting List:** 927

Attendance Rate/Percentage: 95%

Second Site Address, Phone Number and Site Director:

1209 Vine Street

Philadelphia, PA 19107

267-687-4267

KIPP DuBois Collegiate Academy School Leader: Aaron Bass

2409 W. Westmoreland Street

Philadelphia, PA 19129

Summary Data Part II

Enrollment: 667 Per Pupil Subsidy: \$8184

Student Profile

American Indian/Alaskan Native:	0.4%
Asian/Pacific Islander:	0.00%
Black (Non-Hispanic):	89.1%
Hispanic:	5.2%
White (Non-Hispanic):	0.1%
Multicultural:	4.7%

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:
86.7%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 160

Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	0	0	175	0	175	175	525
Instructional Hours	0	0	1489:00	0	1562:00	1076:00	4127:00

SECTION I. EXECUTIVE SUMMARY

Educational Community

KIPP Philadelphia Charter School is a public charter school that opened as an academically rigorous, college preparatory middle school in North Philadelphia in the summer of 2003. In the 2010-2011 School Year, KIPP Philadelphia Charter School opened two new academies: KIPP Philadelphia Elementary Academy and KIPP DuBois Collegiate Academy. In the 2011-12 School Year we served Kindergarten and First Grade at KIPP Philadelphia Elementary Academy, grades 5-8 at KIPP Philadelphia Charter School, and grades 9-10 at KIPP DuBois Collegiate Academy.

A little more about each of the schools:

KIPP Philadelphia Elementary Academy:

KIPP Philadelphia Elementary Academy (KPEA), the first KIPP elementary school in Philadelphia, opened its doors in August of 2010. KPEA is a free, open-enrollment public charter school that prepares students for college starting in kindergarten. At KPEA, students learn the academic and character skills that they will need for success in school and in life. KPEA has a well-rounded and academically rigorous program that includes one hour of math, science and social studies as well as 2.5 hours of literacy instruction

daily. Students also have classes in art, PE, music, character and have scheduled recess time. Admission is determined by lottery, without regard to academic record, conduct, or socio-economic background. KIPP Philadelphia Elementary will add a grade each year, growing to a kindergarten through 4th grade school serving nearly 500 students by 2014.

KIPP Philadelphia Charter School:

KIPP 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.

KIPP DuBois Collegiate Academy:

KIPP DuBois Collegiate Academy (KDCA) opened its doors in 2010 as part of the KIPP network of high-performing college-preparatory schools. KDCA is a free, open-enrollment public charter school that currently serves 188 ninth and tenth grade students. The school will expand one grade every year until it reaches full capacity with approximately 520 students in grade 9 through 12.

Mission

The mission of the elementary, middle, and high school is as follows:

The mission of KIPP Philadelphia Elementary Academy is to cultivate the intellect, foster the character, and ignite the imagination of our students so they can become leaders who choose their own futures in college and beyond.

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.

The mission of KIPP DuBois Collegiate Academy is to provide students with a relevant, exciting and individualized learning environment, allowing students to emerge with the critical thinking, global vision and knowledge or self necessary to succeed in college, the competitive world beyond and be leaders in their communities.

Vision

KIPP Philadelphia Elementary Academy (Elementary School)::

We will realize our mission and vision if we are successful at living our values every day. Our values are teamwork, determination, excellence, integrity, and joy. These values are the basis for everything we do at KIPP Philadelphia Elementary Academy and describe how students, staff, and parents will act in our school community. The following is a list of the values and how they will be explained to students.

- **Teamwork** - students work together, help others, solve problems, and honor their friends.
- **Determination** - students never give up, students work hard even when a task is challenging, and they try again and again.
- **Integrity** - students are honest and fair, do what is right, take responsibility, and apologize when they make a mistake.
- **Excellence** - students always do their best and achieve their goals.
- **Joy** - students have fun, smile, and enjoy being at school.

KIPP Philadelphia Charter School (Middle School):

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 is to build a high-achieving community of leaders who move to and through college. Reach our vision is a function of living by and leading with our values:

Ganas- driven to achieve our goals

Care- to build our community

Integrity- doing the right thing because it is right

Resiliency- overcoming obstacles

KIPP DuBois Collegiate Academy (High School):

Beliefs and Values:

Beliefs:

- We believe that education is the pathway to freedom.
- We believe that Knowledge is Power.
- We believe that all of humanity is connected through an interdependent relationship.
- We believe that all people have a collective responsibility to care for and improve our world.
- We believe that all humans have the ability to learn, develop and actualize.
- We believe that in order to effectively create change we need to educate the whole child.
- We believe that all people are inherently good.
- We believe that one's circumstance does not need to determine their trajectory.

Values:

- Leadership
- Love
- Integrity
- Respect
- Responsibility: individual and collective

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 K, 1st, 5th, 6th, 7th, 8th, and 9th and 10th 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 at the Elementary School, the Middle School and the High School 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. In the Middle School, 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

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 are still trying to expand opportunities for teachers from our campus to share best practices, co-plan and analyze student learning data with teachers at other campuses. Despite significant progress in this area — it continues to be an area in which we can improve.

- ? Arts education: We focus heavily on Math, Reading, Social Studies and Science. We offer music in only one grade and arts only in kindergarten so 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
Bass, Aaron	KIPP DuBois Collegiate Academy	Administrator	Marc Mannella CEO
Beaser, Shelly	Instructor, Chestnut Hill and Cabrini College	Community Representative	Board of Directors
Dwyer, Neil	Director of Operations	Administrator	Marc Mannella
Frymoyer, Sara	KIPP DuBois Collegiate Academy	Administrator	Aaron Bass, School Leader
Galloway, Amy	KIPP Philadelphia Elementary Academy	Elementary School Teacher	KIPP Philadelphia Elementary Academy School Teachers
Lawson, Betsy	KIPP Philadelphia Elementary Academy	Elementary School Teacher	Teaching Staff at KIPP Philadelphia Elementary Academy
Leslie, Eric	Principal	Administrator	Marc Mannella
Maclay, Evan	Director of Technology	Ed Specialist - Instructional Technology	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 - Parent
Girls in Transition

Board of Directors

Tipson, Katy KIPP Philadelphia Charter Ed Specialist - Social Education Specialists
School Education Specialist Restoration

Goals, Strategies and Activities

Goal: Charter Performance Indicator (Elementary School)

Description: Each year, 90% of kindergarten students will score above STEP 3 at the end of the year and 50% of students will score above STEP 4. STEP is a nationally normed literacy assessment created by the University of Chicago that measures early reading skills.

Strategy: Differentiated reading instruction

Description: All students in kindergarten and first grade have 2 hours of literacy instruction each day, including a dedicated 30 minutes for phonics and word study. Students have small group guided reading instruction at least 3 days per week. Students in need of extra support receive reading intervention from our special education teacher or reading specialist.

Activity: Reading Specialist Pull-out (Elementary)

Description: Students in need of extra reading support will receive additional small group instruction from our reading specialist. Student progress is monitored every three weeks and student results are tracked carefully by teachers so we can quickly intervene when students need additional support. The reading specialist pulls small groups of students during phonics and guided reading time to both increase the frequency of instruction and decrease the size of the groups.

Person Responsible Timeline for Implementation Resources

Galloway, Amy	Start: 9/6/2010	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Goal: Charter Performance Indicator 1 (Middle School)

Description: Each year, the average score earned by KIPP Philadelphia Charter School 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

Maclay, Evan	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

Maclay, Evan	Start: 1/1/2007 Finish: Ongoing	\$9,000.00
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Status: In Progress — Upcoming

Goal: Charter Performance Indicator 2 (Middle School and High School)

Description: Each year, the average percentile ranking of KIPP Philadelphia Charter School and KIPP DuBois Collegiate Academy 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

Maclay, Evan	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

Maclay, Evan	Start: 1/1/2007 Finish: Ongoing	\$2,000.00
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Status: In Progress — Upcoming

Goal: Charter Performance Indicator 3 (Middle School)

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

Maclay, Evan	Start: 1/1/2007 Finish: Ongoing	\$500.00
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Status: In Progress — Upcoming

Goal: Charter Performance Indicator 4 (Middle School)

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

Maclay, Evan	Start: 1/1/2007 Finish: Ongoing	\$7,000.00
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Status: In Progress — Upcoming

Goal: Charter Performance Indicator 5 (Middle and High School)

Description: Every 8th and 9th 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	

Status: Complete

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

Maclay, Evan	Start: 1/1/2010	\$500.00
	Finish: Ongoing	

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

Maclay, Evan	Start: 1/1/2010	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Goal: Charter Performance Indicator 6 (Elementary, Middle, and High School)

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

Maclay, Evan	Start: 1/1/2007 Finish: Ongoing	\$2,741.46
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Status: In Progress — Upcoming

Goal: Charter Performance Indicator 7 (Middle School and High School)

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

Maclay, Evan	Start: 1/1/2007	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Goal: Charter Performance Indicator 8 (Middle School)

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

Maclay, Evan	Start: 1/1/2007	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Goal: Charter Performance Indicator: Reading Skills (High School)

Description: Target reading skills of incoming freshman through targeted interventions as well as benchmark assessments

Strategy: 9th grade Reading: More Time on Task and Intervention

Description: Incoming freshman spend more time on reading skills

Activity: 9th and 10th Grade Reading Intervention

Description: Intervention strategies for incoming freshman to assess and track reading skills and progress

Person Responsible Timeline for Implementation Resources

Frymoyer, Sara	Start: 8/16/2010	-
	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

Maclay, Evan	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: 8/16/2010	-
	Finish: Ongoing	

Status: In Progress — Upcoming

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	-
	Finish: Ongoing	

Status: In Progress — Upcoming

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: Complete

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

Maclay, Evan	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: Ongoing	

Status: In Progress — Upcoming

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

Maclay, Evan	Start: 1/1/2007	-
	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

Maclay, Evan	Start: 1/1/2007	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Statement of Quality Assurance

Charter school has met AYP.

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 K, 1st, 5th, 6th, 7th, 8th, and 9th and 10th 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 at the Elementary School, the Middle School and the High School 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. In the Middle School, 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
- KPCS Act 48

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 ACS 2011-12

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 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.

During the 2011-12 School year, KIPP Philadelphia Charter School grew to include a 1st Grade and a 10th grade. To best meet the developmental needs of our students, our special education program grew to accommodate these additional educational settings.

ELEMENTARY SCHOOL (KIPP Philadelphia Elementary Academy): GRADE K and 1

All students in the elementary program are included in a regular education classroom that is co-taught by 2 teachers. Supplementary instruction to the core curriculum is built into the school day for all students with additional small group and 1:1 instruction provided by a speech therapist, occupational therapist, and learning specialist.

MIDDLE SCHOOL (KIPP Philadelphia Charter School): GRADES 5-8

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. Additional remediation blocks scheduled each day for all students, allow additional time for students to receive small group, research-based instruction that directly correlates to their individual goals.

HIGH SCHOOL (KIPP DuBois Collegiate Academy): GRADE 9 and 10

All students in the high school program are included in the regular education classrooms with accommodation support provided by a learning support teacher. Students also have access to a Learning Center where students can take alternate coursework and/or receive additional support and instruction to supplement their core classes.

Special Education - Attachment

- KPCS Special Education Policies and Procedures 11-12

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Misty Domers	1.00	Learning Support	KIPP Philadelphia Charter School	13	5th Grade
Rachel Kohan	1.00	Learning Support	KIPP Philadelphia Charter School	16	6th grade
Amanda Biagi	1.00	Learning Support	KIPP Philadelphia Charter School	21	7th grade
Kaity Wilson	1.00	Learning Support	KIPP Philadelphia Charter School	15	8th grade
Amy Galloway	1.00	Learning Support	KIPP Philadelphia Elementary Academy	24	Kindergarten and 1st Grade
Katy Tipson	1.00	Learning Support	KIPP Philadelphia Charter School	6	APS and related services only
Cara Camalleri	1.00	Learning Support	KIPP DuBois Collegiate Academy	13	9th Grade
Sara Frymoyer	1.00	Learning Support	KIPP DuBois Collegiate Academy	15	9th Grade and 10th Grade
Dayna Perry	1.00	Learning Support	KIPP Philadelphia Elementary Academy	4	Kindergarten
Julia Cadwallender	1.00	Learning Support	KIPP Philadelphia Elementary Academy	8	1st grade
Kristen Briggs	1.00	Learning Support	KIPP DuBois Collegiate Academy	17	10th 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
Kindergarten	KIPP Philadelphia Elementary Academy	Yes
Resource Room Teacher	KIPP Philadelphia Charter School	Yes

9th Grade Learning Support Teacher	KIPP DuBois Collegiate Academy	Yes
10th Grade Learning Support Teacher	KIPP DuBois Collegiate Academy	Yes
1st Grade Learning Support Teacher	KIPP Philadelphia Elementary Academy	Yes
Special Education Coordinator	KIPP Philadelphia Preparatory Charter School	Yes
Special Education Coordinator	KIPP DuBois Collegiate Academy	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	14 hours
Therapy Source, Inc.	Speech Therapist	14 hours
Therapy Source, Inc.	Occupational Therapist	14 hours
Therapy Source, Inc	Social Worker	16 hours
Danie Jackson	Social Worker	20 Hours
Tisha Kuruvilla	Elementary Speech Therapist	40
Therapy Source Inc	Physical Therapist	1

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

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

Student Assessment - Secondary

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

Student Assessment

The 2011 - 2012 school year saw the addition of both grade1 and 10, 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.

PSSA results from the 2011 — 2012 school year again show that the hard work and commitment of all stakeholders is paying off in terms of student achievement. All but one cohort in math and reading saw an increase from last year to this year, with the 7th grade math cohort growing 35 percentage points in their proficiency since last year. We also see that the longer students are with us, the more of them become proficient. This can be seen with the 8th grade cohort, having grown 8 percentage points in math since 5th grade and 39 percentage points between 5th and 8th grade reading.

KPCS

Math YEAR	5th Adv/Prof	6th Adv/Prof	7th Adv/Prof	8th Adv/Prof
Class of 2016	69.00%	50.60%	57.30%	77.61%
Class of 2017	41.40%	36.70%	71.25%	
Class of 2018	58.90%	60.87%		
Class of 2019	39.53%			
Reading YEAR	5th Adv/Prof	6th Adv/Prof	7th Adv/Prof	8th Adv/Prof
Class of 2016	35.00%	39.80%	48.00%	74.63%
Class of 2017	31.90%	37.80%	56.25%	
Class of 2018	49.40%	45.65%		
Class of 2019	32.56%			

It is also important to note that historically, we have struggled with a similar proficiency dip in sixth-grade Mathematics for the past three years. This year we are happy to see that the results of efforts to better align our sixth grade math curriculum have bucked that trend, with a slight uptick in proficiency for that cohort, rising from 58.9% their 5th grade year to 60.87% their sixth grade 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 2011 - 2012 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.

In grades 5 — 8, 6 out of 8 areas significantly exceeded the national averages for performance. In grades 5, 7 and 8 reading, groups saw between 54% and 58% percent of students meeting the national average of 50%. In grades 5, 6 and 7 math groups scored between a 58% and 61%, again exceeding the national average. There are two areas where students fell short: 6th grade reading and 8th grade math. These numbers represent the scores of just one teacher for each content area. Through a thoughtful analysis of the results, we have determined additional supports for the affected content areas which include increased collaboration with their other school counterparts, an analysis of curriculum to ensure content alignment and rigor, and ongoing support throughout the year.

Grades K, 1, 9 and 10 also took the NWEA MAP assessment in order to inform their progress throughout the school year. In kindergarten and first grade, students in math and reading significantly outperformed the national average, with between 76% and 85% of students making growth goals. This means that every content area and grade level outperformed the national average by at least 26 percentage points. In 9th and 10th grade, 3 of 4 subject areas and grade levels exceeded the national average for growth. These three areas were also the highest growth areas of any KIPP high school in the nation. That said, there is still more analysis that needs to be done of the 4th area — 9th grade math, where 49% of students met their growth goal. We continue to analyze these results, and have put specific supports in place such as doubling up teachers in lower level classrooms and the more targeted analysis of benchmark assessments outlined below.

The key levers driving progress at KIPP: Philadelphia Charter School will remain unchanged in the 2012 - 2013. 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 4:30 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 2012 - 2013 school year is to increase the alignment of our academic systems used to reach mastery of content with students. The refinement of 6-week interim assessments in math and reading and the implementation curricular frameworks in those same content are working to support the alignment and development of our Mathematics and English Language Arts curricula. This will represent an increase over the previous year's implementation of 4 interim assessments over the course of the year. This increase in frequency will enable teachers to have more frequent high quality data in order to form small groups and differentiate instruction as necessary to meet the needs of students. At present, teachers in grades five through eight are spearheading this initiative by revamping interim assessments from last year that align with Pennsylvania Assessment Anchors and the frameworks mentioned above. The school leader and regional Director of Curriculum and Assessment, will coach teachers and drivers regularly over the course of the year to ensure that all staff members are supported as implement an increasingly targeted approach in their classrooms. The effectiveness of this rollout will be gauged in June 2013 when PSSA Spring 2013 data on student learning will inform our conversations about the success of this project and drive our decisions about initiatives for the 2013 — 2014 school year.

Student Assessment - Attachments

- KPCS 2010-2011 PSSA Aggregate
- KPCS 2011-12 PSSA

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.

Individuals who are responsible for teacher and staff evaluations:

Ben Speicher, Elementary School (K and 1) School Leader

Eric Leslie, Middle School (Grades 5-8) School Leader

Aaron Bass, High School (Grade 9 and 10) School Leader

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

- KPCs Teacher Eval 1112

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

No Leadership Changes happened during the 2011-12 School Year

Board of Trustees

<u>Name of Trustee</u>	<u>Office (if any)</u>
Heather Steinmiller	none
Sanjeev Midha	none
Sara Campbell	none
Jay Coen Gilbert	President
David Reuter	none
Yetta Standford	Parent
Andrew Henderson	none
Leigh Whitaker	none
Mike Schaedle	Vice President
Jennifer Miles	none
Holly Flanagan	none
Shelly Beaser	none
Tirrell Scott	parent
Michael Jackson	Secretary
Steve Casper	none
Nancy Klaus	none

Professional Development (Governance)

Budget permitting, 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. 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. The subcommittees are as follows:

Committee	Committee Chair	Staff Support
Academics	MM	Christine Rowland
Development	Nancy Klaus	Caitlin Wood Sklar
Finance	Sanjeev Midha	Reina Wilkes
Governance	Andrew Henderson	Caitlin Wood Sklar
Real Estate	Steve Casper	Natalie Wiltshire
Trailblazing	Heather Steinmiller	James Cuthbert

Coordination of the Governance and Management of the School - Attachment

- KPCS BOT 11-12

Community and Parent Engagement

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 Philadelphia Charter School 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. At the center of these efforts is KPCS's Director of Outreach. The Director of Outreach is responsible for bringing community resources to bear on the education of KPCS's students and families. Among other activities, the Director of Outreach facilitates monthly potlucks at the school, during which parent feedback on school programming is solicited, and design and deliver Saturday School classes for parents on topics such as how best to support their child's reading and how to interpret standardized test score results.

KIPP Philadelphia Charter School 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 KPCS 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 Philadelphia Charter School 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.

Volunteers to serve on the working group to revise KPCS's Parent Involvement Plan were sought at these meetings. Each meeting is scheduled twice for the convenience of the parents — in the evening and again during the following morning. Translation services and interpreters are made available as needed. Parents are sent written notices about the meeting times, and contacted through telephone calls by parent volunteers (bilingual when necessary) so that as many parents as possible attend.

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.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

This year, we were able to maintain relationships with Charter School Growth Fund, AND 1, SAP America, Inc., the Hamilton Family Foundation, the Miles Family Fund, the Kind Family Foundation, the Rhoda Shaten Foundation, the C. Wentz Carter Foundation, the M. Night Shymalan Foundation for a large portion of our fundraising. We were also able to cultivate relationships with the Seed the Dream Foundation, the Samuel S. Fels Fund, The Tiger Woods Foundation, the Rembrandt Foundation and the Caroline Buck Foundation. With support from the KIPP Foundation, we were able to secure a competitive federal grant — Investing in Innovation as well as federal Charter School Program funding for our two new schools. In July 2012, we received notice that we secured funding from the 21st Century Grant for our high school afterschool academic and enrichment program. As in previous years, a small portion of our total fundraising came through individual donations solicited through our quarterly newsletter, seasonal mailings and fundraising events.

Fiscal Solvency Policies

To ensure fiscal solvency, the Finance Committee of the KIPP Philadelphia Charter School 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, KPCS 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 System

For our accounting system we use Sage MIP Fund Accounting. To ensure fiscal solvency, the Finance Committee of the KIPP Philadelphia Charter School 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, KPCS maintains a ten-year financial model that includes scenario modeling and is updated at least annually to reflect changes in cost and revenue drivers.

Preliminary Statements of Revenues, Expenditures & Fund Balances

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

- KPCS Revenues and Expenses

Audit Firm, Date of Last Audit, Auditor's Opinion, and Any Findings Resulting From the Audit

KIPP Philadelphia Charter School was audited year end June 30, 2011 by LarsonAllen. The Auditor's report was dated November 1, 2011.

The auditors made one comments/recommendations:



Audit Firm, Date of Last Audit, Auditor's Opinion, and Any Findings Resulting From the Audit - Attachment

- KPCS Audited Financials

Citations and follow-up actions for any State Audit Report

In 2009, The Pennsylvania Department of Education conducted Federal Program review and approved to operate a Title I School wide program. There was no follow-up actions.

SECTION VII. FACILITY RESPONSIBILITIES

Acquisition of Facilities, Furniture, Fixtures, and Equipment During the Last Fiscal Year

Elementary School (KIPP Philadelphia Elementary Academy): Since this was our first year operating a first grade and a kindergarten, we purchased furniture and equipment sufficient to run the program. This included desks, chairs, rugs, cubbies, cots, computers, LCD projectors, laptops for our teachers. We also moved into our new (permanent) home on 2409 W. Westmoreland Street. We entered into a lease-to-buy agreement with Canyon-Agassi for our new facility and they are managing the upgrades with KSS Architects and Shoemaker Contracting.

Middle School (KIPP Philadelphia Charter School): This year, we have had no new facility or fixture acquisitions. We currently rent our space from Philadelphia Suburban Development Corporation and have for the past 6 years. We made no tenant improvements to our facility. Our equipment purchases during the year included 3 LCD projectors, 30 TI-73 graphing calculators, 5 laptop computers, three trombones, 3 trumpets, 2 saxophones, 1 drum set, and a set of football equipment.

High School (KIPP DuBois Collegiate Academy): For our first year serving 9th and 10th graders, we purchased furniture and equipment that would sufficiently serve both grade levels. This included desks, chairs, whiteboards, computers, LCD projectors, and laptops for our teachers. Tenant improvements were performed by the landlord as per the lease agreement for our space on the 3rd and fourth floor of 1209 Vine Street.

Future Facility Plans and Other Capital Needs

Elementary School (KIPP Philadelphia Elementary Academy): In June of 2011, we entered into a 30-year lease with an option to purchase on a building located at 2409 W. Westmoreland Street. We intend for this to be the long-term home for our elementary program. The building is currently being improved per our specifications which will of course include ADA compliance.

Middle School (KIPP Philadelphia Charter School): In June of 2009 we re-entered into a 5-year lease for space at 2709 North Broad Street with PSDC. In September, 2008, our charter was renewed for a period of five years. The addendum to the lease includes an escape clause for the final year, should we not be renewed.

While our mailing address is on Broad Street, we have an entrance on Park Street (a small street between Broad and 13th) that enables us to safely load and

unload our buses at our morning opening and evening dismissal. Finally, the building is completely up to ADA specifications, allowing us to uphold our mandate that we serve all students who enroll. As of now, we have no concrete plans for future expansion of our school or for acquisition of a new facility.

High School (KIPP DuBois Collegiate Academy): We are currently looking for a space to house our high school program, as we will outgrow the current space at the end of the 2011-2012 school year. In June 2012, we signed a one-year lease with the School District of Philadelphia to lease the Fitzsimons building. Our goal is to find a permanent home for the high school program that will allow us to offer a rich and comprehensive program to our students.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

We have continued to do an exceptional job complying with health and safety requirements. All fire alarms and fire extinguishers are tested regularly by our landlords, PSDC and Tellwell, Inc.. We also have proper documentation of all fire drills provided to us by the District fire safety inspector. We have a longstanding contract with Tonya Harris and the Mid-Atlantic Consortium of Charter Schools (MACCS) for school nurse services for our school. MACCS maintains all health and immunization records and ensures students received the necessary physicals, eye exams, dental exams, etc. Her group is also responsible for submitting the Request for Reimbursement and Report of School Health Services.

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

- KPCS MACCS 2011-12
- KPCS Wellness Policy

Current School Insurance Coverage Policies and Programs

General Liability, D&O, Umbrella and Worker's Compensation — Philadelphia Indemnity Insurance Company; Scottsdale Indemnity Co.; Hartford Fire Insurance Company; Insurance Company of the State of Pennsylvania
Employee Health Benefits - Keystone Blue Cross HMO / Independence Blue Cross
Personal Choice PPO
Employee Dental Benefits - United Concordia Flex

Employee Retirement — PSERS and optional 403(b) through Lincoln Investment Planning

Current School Insurance Coverage Policies and Programs - Attachments

- KPCS ACORD 11-12 1
- KPCS ACORD 11-12 2
- KPCS ACORD 11-12 3

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

We had 85 total staff members this year, including 53 full-time teachers, 4 Office Managers, a Director of Operations, 3 School Leader, two Deans, a counselor, an Instructional Coach, two Assistant Principal, two Directors of Alumni Support, a Chief Operating Officer, a Director of Finance, an accounting manager, a Director of Data, a Director of Technology, a Director of Development, a Director of Talent, a Development Manager, a Director of School Operations, a Director of Curriculum, Instruction, and Assessment, a Director of Strategic Initiatives, a Managing Director of Growth and Strategy, and a Chief Executive Officer. 7 of our employees from the previous year did not return for the 2011-2012 school year, six were not asked back and one teacher left to get her master's. One employee (non-teacher) left mid-year. We saw an increase in staff retention again this year to 89% and are anticipating another increase for the upcoming school year. We are continuing to implement strategies to increase retention, including implementing strategies from our Great Place to Work initiative. This year we started providing delivery dry cleaning and staff personal training classes. We also implemented a flexible schedule for the teaching staff, allowing them one day a week to come in late and one day they were able to leave early to reduce the burden of the long school days (school days are 7:30-5:00 PM).

Quality of Teaching and Other Staff - Attachments

- KPCS PDE 414
- KPCS HQT 2011-12

Student Enrollment

Student Admissions: In accordance with federal laws, no student will be denied admission to KIPP Philadelphia Charter School 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 March for the following school year. All grades are subject to the same enrollment and lottery process. All incoming kindergartner students must be five years of age by September 1st. For year one, the recruitment period began on April 21, 2003 due to the charter application process timeline. In March, KIPP Philadelphia Charter School staff advertises open registration to students residing within the Philadelphia city limits. At that time, interested families meet with KIPP staff and review the expectations of the school. Interested families may submit applications beginning March 1 until March 30, at which point students will be accepted. For year one, applications were accepted from April 15, 2003 to May 15, 2003. If the number of applicants to the KIPP Philadelphia Charter School exceeds capacity, a random selection process conducted by an individual unaffiliated with KIPP Foundation or the school will be used to assign spaces. This lottery will be held during the first couple weeks of April of each year. For year one, the lottery would have been held on May 19, 2003.

First preference is given to returning students, who will automatically be assigned a space within the school. This was not applicable in the school's first year of operation. The next preference will be given to siblings of students already enrolled in KIPP Philadelphia Charter School. This likewise did not apply to the school's first year of operation. 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. The third preference for admission is for students of KIPP Philadelphia employees.

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. This waiting list will be the only official, legal document identifying the names of students that have submitted applications to KIPP Philadelphia Charter School. 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 KIPP Philadelphia Charter School and one student is accepted his/her sibling's waitlist position is increased.

Trends in Enrollment:

Elementary School:



	Baseline (8/23)	Aug	Sept	Oct	Nov
Number of Departed Students*	N/A		1		
Number of Students Enrolling Mid-Year	N/A	4	2		
Current Net Enrollment	145	149	150	150	150

Middle School:



	Baseline (8/15)	Aug	Sept	Oct	Nov
Number of Departed Students***	N/A		4	2	2
Number of Students Enrolling Mid-Year	N/A				
Current Net Enrollment	348	348	344	342	340

High School:



	Baseline (8/15)	Aug	Sept	Oct
Number of Departed Students***	N/A		4	2
Number of Students Enrolling Mid-Year	N/A		16	16
Current Net Enrollment	177	177	189	203

For the 2011-2012 school year, the elementary school welcomed 75 new kindergartners, all of whom completed the year. 1 student

The middle school serves grades 5-8 and enrolled 105 new students in the 2010-2011 school year. The fifth grade initially enrolled 91 new students and 4 retained students, bringing the total number of 5th graders to 95. During the year, 7 students withdrew from the 5th grade and 3 students were enrolled from the waitlist into the 5th grade. KIPP Philadelphia Charter School ended the year with 91 5th graders. Ninety-four 6th graders enrolled at the beginning of the year, 6 students withdrew mid-year, and 12 students were enrolled from the waitlist mid-year, leading the school to end the year with 89 6th graders. The 7th grade began the year with 81 7th graders and ended with 71 as 11 7th graders withdrew and one student enrolled mid-year. As for 8th graders, KIPP Philadelphia Charter School enrolled 77 students at the beginning of the year and ended with 74 students as 4 students withdrew and one student entered mid-year.

KIPP Philadelphia Charter School began serving 9th grade in school year 2010-2011. Last fall 106 9th graders enrolled. During the year, 18 students voluntarily withdrew and 14 students were accepted from the waitlist resulting in 102 students completing the year.

KIPP is a very structured environment with very high expectations for student discipline and achievement. Our attrition rates are lowering each year and this is a testament to our growing ability to prepare our students' families for the hard work that goes into a college preparatory middle school education. Conducting home visits, parent informational sessions, and strong school-home communication facilitates a stronger

relationship between the school and home. Currently 481 of the 502 students who completed the year at KIPP are enrolled for the 2011-2012 school year.

Student Enrollment - Attachment

- Student Enrollment Policies

Transportation

KIPP Philadelphia Charter School: 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.

KIPP Philadelphia Elementary Academy: Since our elementary program only consisted solely of kindergarten students, all students were brought to school by their parents/guardians either via public transportation or car.

KIPP DuBois Collegiate Academy: All eligible 9th and 10th graders received transpasses to get to and from school. Those students who were not eligible, walked to school or were transported to and from school by car.

Food Service Program

KIPP Philadelphia Charter School, KIPP Philadelphia Elementary Academy and KIPP DuBois Collegiate Academy all currently contract with Linton Food Services allowing us to operate our own National School Lunch Program. Linton's delivers most foods on the day of service fully cooked or needing to be heated. The lunches, breakfasts, and snacks are then assembled by the Linton's staff in the kitchen which includes two large refrigerators, one freezer, and oven. The meals are served to the students from by the Linton's staff from a warmer tray, a cool tray, and two milk coolers. Our students and their families

must complete a School Lunch Eligibility form so as to code them properly in our student data system as eligible for Free, Reduced, and Full Priced meals. As students go through the lunch line they punch in their student id and the data system tracks the meals served, and student's individual cost. Any student who is being charged for their meal has been notified and receives a regular balance update. At the end of each month we file a claim with the state to be reimbursed for our Free, Reduced, and Full Price breakfasts, lunches, and snacks served.

We chose to begin our own lunch service program rather than continue with the School District provided programs to ensure our students receive a healthy and fresh meal that varies regularly. Based on the satisfaction of our students and families we look forward to continuing this program for years to come.

For our kindergarteners and first graders at KIPP Philadelphia Elementary Academy, Linton's provided bagged breakfasts each day for students who ate in their classrooms and then they have hot lunch in the cafeteria. Instead of the students punching in a code for us to keep track of their meals, each teacher is responsible for keeping track of which students eat meals each day.

Student Conduct

Most of the school's Code of Conduct is similar in scope and strategies to the Codes in other KIPP schools. Many elements of the State of Pennsylvania's Public School Code can be found in our Code of Conduct. We fully expect to, and are prepared for, enrolling students that will exhibit behavior problems that can disrupt the school's learning environment. It is essential that the school staff be able to eliminate the bad behavior habits that many students will bring to the school on the first day and replace those with positive ones. Additionally, we of course comply with all facets of Act 26, the Pennsylvania Safe Schools Act. Fortunately, the fact that we employ a school-wide discipline program eliminates many of the very extreme behavioral problems seen in most Philadelphia Public Schools.

Last year, the school assigned 384 suspensions to 190 students. No students were expelled during the 2011-12 school year.

Student Conduct - Attachment

- KPS Handbook

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2012

The KIPP Philadelphia Charter School within Philadelphia IU 26 assures that the charter school will comply with the requirements of 22 Pa. Code Chapter 711 and with the policies and procedures of Pennsylvania Department of Education (PDE). PDE will specify, in writing, policies and procedures to be followed. Requests for any deviations from these regulations, policies, and procedures must be made in writing to PDE. The charter school assures:

1. There are a full range of services, programs and alternative placements available for placement and implementation of the special education programs in the charter school.
2. The charter school has adopted a “child find” system to locate, identify and evaluate children who are thought to be a child with a disability eligible for special education residing within the charter school’s jurisdiction. “Child find” data is collected, maintained, and used in decision-making. Child find process and procedures are evaluated for effectiveness. The charter school implements mechanisms to disseminate child find information to the public, organizations, agencies, and individuals on at least an annual basis.
3. The charter school has adopted policies and procedures that assure that students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.
4. The charter school will comply with the PA Department of Education annual report requirements including special education information.
5. The charter school follows the state and federal guidelines for participation of students with disabilities in state and charter school-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.
6. The charter school assures the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

This assurance must be signed by the Board President and the Chief Executive Officer for the charter school to operate services and programs.

Board President

Date

Chief Executive Officer
2011 - 2012 Annual Report for Pennsylvania Charter Schools

Date

**Verify that all DATA reports to PDE are
complete YES _____ NO _____**

Assurance for Compliance with the Public Official & Employee Ethics Act

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

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

The assurance must be signed by the Chief Executive Officer and Board of Trustees President of the charter school.

Identify the charter school’s Chief Executive Officer.

Name: Marc Mannella **Title:** CEO
Phone: 215- 227-1728 **Fax:** 215-827-5942
E-mail: mmannella@kippphiladelphia.org

Signature of the Chief Executive Officer and Date

Identify the charter school’s President of the Board of Trustees.

Name: Jay Coen Gilbert **Title:** Board President
Phone: 215- 227-1728 **Fax:** 215-827-5942
E-mail: jay@bcorporation.net

Signature of the President of the Board of Trustees and Date

Identify the charter school’s Special Education Contact Person.

Name: Christine Rowland **Title:** Special Education Coordinator
Phone: 215- 227-1728 **Fax:** 215-827-5942
E-mail: crowland@kippphiladelphia.org

Signature of the Special Education Contact Person and Date

Signature Page - Attachment

- KPCS Annual Report Signature Page