
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: Wednesday, January 04, 2012)

Entity: KIPP West Philadelphia Preparatory 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 West Philadelphia Preparatory Charter School

Date of Local Chartering School Board/PDE Approval: March 2012

Length of Charter: 3 Years **Opening Date:** August 16, 2009

Grade Level: 5, 6, 7 **Hours of Operation:** 7:30am-5:00pm M-Th, 7:30am-3:00pm F

Percentage of Certified Staff: 77% **Total Instructional Staff:** 17

Student/Teacher Ratio: 15:2 **Student Waiting List:** 136

Attendance Rate/Percentage: 95.6%

Summary Data Part II

Enrollment: 259 **Per Pupil Subsidy:** \$8184

Student Profile

American Indian/Alaskan Native:	0.8%
Asian/Pacific Islander:	0.00%
Black (Non-Hispanic):	96.1%
Hispanic:	0.4%
White (Non-Hispanic):	0.00%
Multicultural:	2.7%

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:
80.7%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 34

Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	0	0	0	0	175	0	175
Instructional Hours	0	0	0	0	1517:00	0	1517:00

SECTION I. EXECUTIVE SUMMARY

Educational Community

KIPP West Philadelphia Preparatory Charter School is a public charter school that opened in West Philadelphia in 2009. As part of the KIPP network of high-performing college-preparatory schools, KWPP is a free, open-enrollment public charter school that currently serves 259 fifth-seventh grade students. Since we opened, KWPP has expanded one grade every year until we reach full capacity with approximately 330-340 students in grades 5 through 8. KIPP West Philadelphia Preparatory Charter School students spend more time on task, attending school from 7:30am to 5:00pm during the week, for four hours on selected Saturdays and for three weeks during the summer. In total, KIPP West Philadelphia Preparatory Charter School students spend approximately 67% more time in class than their peers in the School District of Philadelphia. All of these hours are focused on improving the academic, intellectual, and character skills of each student. Each day students benefit from enrichment courses to reinforce their literacy and mathematic skills. KIPP West also offers unique courses such as art, step, and service-learning. KIPP West supplies students with rich learning experiences through the exposure of diverse ideas and concepts. The culmination of these courses develops our students into well-rounded leaders equipped to serve their school and community.

Going the extra mile is the norm at KIPP. Students get a glimpse of the year of hard work that lies ahead prior to school opening. Every KIPP student receives at least one home visit from the school's staff and/or the School Leader prior to the beginning of the school year. The mission,

rules and procedures of KIPP West Philadelphia Preparatory Charter School are explained to the student and his/her parents or legal guardian. These personal visits breathe life into the school's value system and serve as the family's first example of staff dedication. 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 West Philadelphia Preparatory Charter School does not pretend that there is anything magical about its model. KIPP has achieved unprecedented success without claims to innovative curriculum or cutting-edge teaching techniques based on new research. The curricular models we use are currently being used by thousands of schools across the nation. KIPP's approach is groundbreaking because it is so basic. Simply put, all staff members at KIPP West Philadelphia Preparatory Charter School make a commitment to do whatever it takes to ensure that all of its students graduate with the knowledge, skills and character needed to succeed in top-quality high schools, colleges and the competitive world beyond.

Mission

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

Our Values

- Unity
- Grit
- Social Intelligence
- Zest
- Leadership
- Achievement
- Integrity
- Innovation

Vision

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

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

Shared Values

KIPP is a national network of free, open-enrollment, college-preparatory public schools with a track record of preparing students in underserved communities for success in college and in life. KIPP started in 1994 when two teachers, Mike Feinberg and Dave Levin, launched a fifth-grade program in inner-city Houston. While fewer than one in five low-income students attend college nationally, KIPP's college matriculation rate stands at more than 80 percent for students who complete the eighth grade at KIPP. In 2007, nearly 95 percent of KIPP alumni went on to college-preparatory high schools; collectively, they have earned millions of dollars in scholarships and financial aid since 2000.

There are currently 66 KIPP schools in 19 states and the District of Columbia serving over 16,000 students. In February 2009, the School Reform Commission approved KIPP West Philadelphia Preparatory Charter School for a fall 2009 opening. KIPP West Philadelphia Preparatory Charter School, also known as KWPP, opened its doors in August 2009, providing students in West Philadelphia access to a high-quality college preparatory school environment similar to that established at its sister school's campus in North Philadelphia.

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

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

Academic Standards

First, we determined a sequence for the 5th, 6th, 7th and 8th grades, so we would know in general terms what we were teaching, and when we were teaching it. We then merged Pennsylvania's standards with the KIPP National Exit standards, using our sequence to guide us. This enabled us to create a set of KIPP West Philadelphia Preparatory Charter School

standards that are aligned with both Pennsylvania's and KIPP's, and are also single grade specific, unlike Pennsylvania's. This way, we know exactly what should be taught each year, and we are still ensuring that all Pennsylvania standards are met by the appropriate time frame.

Teachers are given these KIPP West Philadelphia Preparatory Charter School standards at the beginning of the school year. They are also given a template for long-term plans, unit plans and lesson plans. Each long-term plan has teachers map out the sequence of their year, and roughly when they plan to cover each topic. Unit plans are more specific - 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. Teacher are also required to submit weekly lesson plans that clearly states what standard is being taught, and which objectives will be taught.

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

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

Strengths and Challenges

Next year we are going to focus on keeping the momentum with our 7th and 8th graders, and reaching even greater heights with our incoming 5th graders. If we continue to teach our students in a high-quality way, our test scores will continue to increase as well. We feel very good about our year, but we also know that, as Jim Collins, author of Good to Great says, "Good

is the enemy of great." Being good isn't good enough. We will continue to strive forward to make our goals for our students a reality.

Two strengths of our program are our committed staff who work tirelessly for our students and our focus on instruction. We have improved our data collection processes to better inform instruction in the classroom.

Two weaknesses of our program is our facility and our ability to find talented, qualified teachers. We spend more time than we would prefer dealing with issues tied to our facility (heating, hvac, plumbing, etc). Also, knowing that teacher quality is the number one driver of student achievement, we worry that we will not be able to find teachers who are qualified as we grow.

To overcome our building challenges, we have established protocol with our building managers and engineers so that we know who to speak to when we have issues. We have improved our relationship with the engineers as well as the School District staff who manages our building so that we can be more proactive in solving building issues quickly. With respect to recruiting, we have created recruiting data dashboards so that we can track our applicants more effectively and analyze where we are getting our strongest applicants. Additionally, with the hiring of a Director of School Operations (who handles the logistical HR issues: benefits, payroll, paperwork, etc.) in the Regional Office and a part-time recruitment manager (who focuses on working with our teachers during their certification), our Direct of Talent can focus all of her energy on Recruitment and Retention efforts.

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. Shawna Wells will be responsible for setting forth the vision and goals for the school year. Suruchi Lall will be responsible for gathering the data for all of our learners. Cheshonna Miles will communicate the implementation at the teacher level. We will communicate with each other on an as needed basis. We will also have a mid-year check in with our board chair to make sure we are on track to meet our goals. At the end of the year, we will present the information to all appropriate stakeholders.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Beaser, Shelly	Chestnut Hill and Cabrini College	Community Representative	Board of Trustees
Lall, Suruchi	KIPP West Philadelphia Preparatory Charter School	Ed Specialist - Social Restoration	Shawna Wells, Principal and CEO
Miles, Cheshonna	KIPP West Philadelphia Preparatory School	Middle School Teacher	Shawna Wells, CEO and School Leader
Scott, Tirrell	KIPP West Philadelphia Preparatory Charter School	Parent	Board of Directors
Steinmiller, Heather	ConnerStrong Companies, Inc	Business Representative	Board of Directors
Wells, Shawna	KIPP West Philadelphia Preparatory/ CEO and School Leader	Administrator	Shawna Wells, CEO and School Leader

Goals, Strategies and Activities

Goal: MATHEMATICS

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

Strategy: Math: More Time on Task

Description: Smaller groups for students who need extra math support

Activity: Individualized Math Instruction

Description: Students will spend 60% more time in school than other district schools. This will allow time for students to get extra practice and help in math. KWPP has also hired one additional math teacher to help with small group and differentiated instruction. This will help teachers serve their students in a much smaller group setting, giving them the opportunity to differentiate.

Person Responsible Timeline for Implementation Resources

Wells, Shawna	Start: 1/1/2010 Finish: Ongoing	-
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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: Reading: More Time on Task

Description: Smaller reading groups for students who need extra support

Activity: Individualized Reading Instruction

Description: Students will spend 60% more time in school than other district schools. This will allow time for students to get extra practice and help in reading. KWPP has also hired on additional reading teacher to help with small group and differentiated instruction. This will help teachers serve their students in a much smaller group setting, giving them the opportunity to differentiate.

Person Responsible Timeline for Implementation Resources

Wells, Shawna	Start: 1/1/2010	-
	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: Office manager will call home by 9:00am each day to ensure all student whereabouts are known. Teachers and Parents will work together to ensure that all students

understand why they need to be in school. School-wide incentives will also be set up for students who have excellent attendance.

Activity: Maintain technology infrastructure to facilitate attendance trending and family-school communication

Description: By utilizing PowerSchool to document attendance, Parents and Teachers can communicate more effectively regarding student attendance.

Person Responsible Timeline for Implementation Resources

Wells, Shawna	Start: 1/1/2010	\$150.00
	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 bulletines will stress the importance of being present and on time on test days.

Activity: Create student buy-in

Description: Students will begin to prepare for the test a few months in advance. Teachers and will design incentives for students to complete the test. The school will also create a pep-rally for the first day of testing so that students are excited to participate.

Person Responsible Timeline for Implementation Resources

Wells, Shawna	Start: 1/1/2010	-
	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 5th, 6th, 7th and 8th grades, so we would know in general terms what we were teaching, and when we were teaching it. We then merged Pennsylvania's standards with the KIPP National Exit standards, using our sequence to guide us. This enabled us to create a set of KIPP West Philadelphia Preparatory 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.

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Rigorous Instructional Program - Attachments

- KWPP Act 48 Approval
- KWPP Teacher Induction Approval

English Language Learners

Students at KIPP West Philadelphia Preparatory 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 West Philadelphia Preparatory 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 West Philadelphia Preparatory Charter School community.

English Immersion Program

KIPP West Philadelphia Preparatory Charter School will educate ELL students following a model of English language immersion. Such models recently have garnered significant public attention, particularly in light of studies showing that traditional bilingual classes have not been as effective. Even many former advocates of bilingual teaching have become converts to English immersion models; Ken Noonan of the California Association of Bilingual Educators said of the recent ban on bilingual classes in California and the subsequent improvement in Spanish-speaking students' English and math test scores: "I thought it would hurt the kids. The exact reverse occurred." ("How New York Can Fix Bilingual Ed," New York Daily News, September 24, 2000).

Program Services and Assessment

As part of the enrollment process, all parents or guardians enrolling their student in KIPP West Philadelphia Preparatory 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 who's 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 West Philadelphia Preparatory 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 West Philadelphia Preparatory 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 staff member during non-core subject areas. Due to KIPP West Philadelphia Preparatory 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 West Philadelphia Preparatory 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 April 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, he or she will no longer be designated as an ELL and will be exited from services; however, KIPP West Philadelphia Preparatory Charter School will continue to monitor that student's progress for a minimum of two years to ensure continued success in English-language instruction.

KIPP West Philadelphia Preparatory Charter School will provide all necessary staff and specialized curricular materials to enable ELL students to achieve proficiency. KIPP West Philadelphia Preparatory 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. KIPP West Philadelphia Preparatory Charter School will hire at least one teacher who is certified in English as a Second Language instruction.

Suruchi Lall is responsible for administering the W-APT test. She is not certified to administer the test, though she has taken online training courses.

English Language Learners - Attachments

- KWPP ELL 2011-12
- KWPP Home Language Survey

Graduation Requirements

Not applicable, KIPP West Philadelphia Preparatory School does not graduate students.

Special Education

As stated in our mission, we at KIPP West Philadelphia Preparatory Charter School share one vital, common belief: all students, regardless of family background, income, race, religion, sex, or health, can, and will, learn. This core belief also includes the idea that both students with disabilities and those identified as mentally gifted will be challenged and rewarded through their education. To the maximum extent allowed by each student's individualized education plan (IEP) and all applicable federal laws, including the Individuals with Disabilities Act of 2004, KIPP West Philadelphia Preparatory Charter School educates all our students in the least restrictive environment. All students receiving special education services are included in regular education classrooms for all academic and extra-curricular classes. Through differentiated instruction and push-in support, the students are able to access the general education curriculum to the best of

their abilities. In addition, depending on a child's need, they also receive supplemental support through small group instruction in a resource room setting.

Special Education - Attachment

- KWPP SPED 2011-12

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Suruchi Lall	1.00	Learning Support	KIPP West Philadelphia Preparatory Charter School	4	5th Grade
Erin Fitzgerald	1.00	Learning Support	KIPP West Philadelphia Preparatory Charter School	10	6th Grade
Nataliya Braginsky	1.00	Learning Support	KIPP West Philadelphia Preparatory Charter School	13	5th Grade
Marissa Koerbler	1.0	Learning Support	KIPP West Philadelphia Preparatory Charter School	8	7th 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 West Philadelphia Preparatory Charter School	Yes
6th Grade Learning Support Teacher	KIPP West Philadelphia Preparatory Charter School	Yes
7th Grade Learning Support Teacher	KIPP West Philadelphia Preparatory Charter School	Yes

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Therapy Source, Inc.	School Psychologist	Varies
Therapy Source, Inc.	Speech Therapist	2.25 hours
Therapy Source, Inc.	Occupational Therapist	1.5 hour

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification K 1 2 3 4 5

PSSA	No	No	No	No	No	Yes
PASA	No	No	No	No	No	Yes
NWEA-MAP	No	No	No	No	No	Yes

Student Assessment - Secondary

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

Student Assessment

KIPP: West Philadelphia Prep has merged Pennsylvania's standards with the KIPP National Exit standards to create a rigorous college preparatory curriculum for its students. This enabled us to create a set of KIPP West Philadelphia Preparatory 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.

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This instructional approach is supported by the results we see from the Spring 2012 PSSA results. Students are making slow but steady progress in reading and math according to the PSSA. In math, we saw significant cohort gains of 36 percentage points and 22 percentage points for 6th and 7th graders. Those gains existed in reading as well, with 6th graders increasing their score by 2 percentage points and 7th graders by 24 percentage points.

Math YEAR	5th Adv/Prof	6th Adv/Prof	7th Adv/Prof
Class of 2017	62.50%	52.80%	89.33%
Class of 2018	35.60%	58.06%	
Class of 2019	40.66%		
Reading YEAR	5th Adv/Prof	6th Adv/Prof	7th Adv/Prof
Class of 2017	33.30%	40.50%	64.00%
Class of 2018	32.20%	34.41%	
Class of 2019	23.08%		

In addition to administering the criterion-referenced PSSA, KIPP: West Philadelphia Prep administers the Measures of Achievement Progress (MAP) test, a norm-referenced test provided by the North West Educational Alliance (NWEA). In the 2012 - 2013 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 KWPP and draw a comparison between students at KWPP and the national normative level provided by the NWEA. Nationally, 50% of students taking the MAP assessment meet their growth goal. KIPP West Philadelphia Prep students exceeded this average in every grade level and every content area with between 60 and 77% of students meeting their growth goal.



The key levers driving progress at KIPP West Philadelphia Preparatory will remain unchanged in the 2012 — 2013 school year. Teachers will continue to receive the resources they need to be successful in the classroom, and daily feedback from the school leader 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 4:20 in the evening, and families will continue to work with KIPP West Philadelphia Prep 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

- KWPP Aggregate PSSA Results
- KWPP 5 MAP Math (Fall 2010)
- KWPP 5 MAP Math (Spring 2011)
- KWPP 5 MAP Reading (Spring 2011)
- KWPP 5 MAP Reading (Fall 2010)
- KWPP 6 MAP Math (Fall 2010)
- KWPP 6 MAP Math (Spring 2011)
- KWPP 6 MAP Reading (Fall 2010)
- KWPP 6 MAP Reading (Spring 2011)
- KWPP PSSA

Teacher Evaluation

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

Inclusion:

Special Education teachers are responsible for:

- Establishing themselves as a presence in the general education classroom, in which ALL students view them as a support to their learning and as a resource for help.
- Creating a schedule with the general education teachers that will maximize their instructional impact.
- Communicating their service schedule with the staff and modifying as needed.
- Having a thorough understanding of learning strengths and needs of all students on their caseload and what accommodations/modifications they are entitled to within the classroom
- Communicating these needs to the General Education teacher and collaborating to provide these accommodations/modifications
- Determining what homeroom a student will be most successful in and advising the grade team
- Participating fully in all grade team meetings/activities and serving as a resource for general education intervention plans
- Collaborating and consulting with the general education teacher on lesson differentiation
- Thorough coordination with the general education teacher, being aware of all assessments/projects/grades in advance that students on their caseload will be responsible for and making sure they receive the necessary supports (accommodations/modifications/study groups/etc.).
- Knowing the *how* and *what* of what is being taught in the general education classroom in order to be consistent when providing assistance to students
- Creating and implementing individualized student behavior plans and providing feedback to the grade level team on its effectiveness
- Informing the general education teacher about any related services the student may be receiving and providing suggestions for reinforcing their service plan within the general education classroom.

General Education teachers are responsible for:

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

- Being proactive in their communication with the Special Education teacher about student expectations, needs, and assessments.
- Using the Special Education teacher as a resource in making appropriate interventions for students who are struggling for any reason
- Providing lesson plans/assignments/assessments for the following week to the Special Education teacher by Thursday evening (unless another arrangement is agreed upon)
- Staying informed about a student's current IEP and implementing necessary accommodations/modifications in partnership with the Special Education teacher
- As requested, providing input for special education documentation on a student's strengths and weaknesses within their classroom
- When available, being an active participant in a student's ER/IEP meeting to provide valuable general education perspective
- Communicating with the special education teacher about any concerns regarding a student in their classroom and when applicable, documenting concerns
- Consistently participating in student behavior plans and providing feedback to the special education teacher on their effectiveness

Resource:

Special Education teachers are responsible for:

- Creating a pull-out schedule that meets the needs of the student's IEP and delivers service to them in the least restrictive environment.
- Modifying this schedule as needed and communicating it to the staff.
- Establishing norms for how, where, when, groups meet (pickup, dropoff, pullout, etc.) and scheduling meeting space.
- Grouping students according to needs and regrouping as needed
- Working with the other support staff to make pull-out time efficient and inclusive.
- Tracking student progress and writing quarterly progress reports on IEP goals.
- Providing remedial support as well as assistance with the general education curriculum using scientifically based programs and best practices in order to maximize the effectiveness of the pull-out group.

General Education teachers are responsible for:

- Providing feedback on the pull-out schedule so that it does not conflict with a student's ability to progress in the general education curriculum.
- Communicating with as much advance notice about curriculum and upcoming assessments/projects/gradings so the Special Education teacher can plan and reinforce in the pull-out setting, if necessary

Assessments:

Special Education teachers are responsible for:

- Staffing a room during assessments where students who need accommodations can go to take their assessments.
- If staffing a room is not necessary, providing push-in support to provide accommodations within the general education classroom.
- Through coordination with the general education teacher, being aware of all assessments/projects/grades in advance that students on their caseload will be responsible for and making sure they receive the necessary supports
- Communicating grade modifications, as specified in a student's IEP, to the general education teacher and providing support for how to make the modification.

General Education teachers are responsible for:

- Giving the student adequate advance knowledge of when assessments will be given and what knowledge/skills/method they will need to be prepared to demonstrate proficiency.
- Informing the Special Education teacher about all assessments with enough advance notice so the proper accommodations can be provided
- If a student (IEP or not) needs additional accommodations not planned in advance they will communicate with the Special Education teacher to ensure the student's needs are met.
- As needed, providing lesson plans/assignments/calendars to the Special Education teacher with as much advanced notice as possible

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

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

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

Individuals who are responsible for teacher (including special education) and staff evaluations: Shawna Wells, School Leader. Shawna Wells does not have an administrative certificate.

Training for Evaluators:

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

Teacher Evaluation - Attachment

- Teacher Evaluation Plan

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

No leadership changes

Board of Trustees

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

Professional Development (Governance)

KIPP West Philadelphia Preparatory Charter School will send a representative from our Board to the annual KIPP School Summit, where in the School Board strand our Board Members receive 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.

This years retreat covered the following information:

•How are we doing?

Successes and challenges

•Where are we headed?

A Look Ahead to 2015

•How will we get there?

2015 Imperatives

•Our Local/National Partnership

The impact of a national network of systems of schools

Coordination of the Governance and Management of the School

Coordination is handled through the CEO of KIPP Philadelphia Schools, Marc Mannella. Mr. Mannella attends all committee meetings and Board meetings in order to present updates on the daily operations in the school. This is done so that both the school administration and the Board of Trustees are constantly informed on each group's most recent activity.

Coordination of the Governance and Management of the School - Attachment

- 2010-2011 KWPP BOT Schedule

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" brought home by the students, KIPP West Philadelphia 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 KWPP's Director of Outreach. The Director of Outreach is responsible for bringing community resources to bear on the education of KWPP'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 designs and delivers 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 West Philadelphia Preparatory 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 KWPP school office and arrange for a translator for conferences. As much as possible, written communications have English on one side and the ELL home language on the other. Staff receive training on how to improve home-school communication. Parents are invited to attend these sessions.

KIPP West Philadelphia 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 in the 2010-2011 school year 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 is used, giving parents an opportunity to have their questions answered. Program guidelines and an explanation of any changes made from the previous year are 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 KWPP's Parent Involvement Plan are 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 are contacted through telephone calls by parent volunteers (bilingual when necessary) so that as many parents as possible attend.

All of our Board Meeting times are published in the Parent/Student Handbook to make parents aware of the meetings. Two of our Board Members are parents of KIPP student 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 the community organizations, businesses, and individuals, as well as new parents, in supporting the endeavors of our school.

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

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

We were able to maintain relationships with the Hamilton Family Foundation and the Walton Family Foundation. 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.

We were also able to cultivate relationships with the Kind Family Foundation, the Rhoda Shaten Foundation, the C. Wentz Carter Foundation, the Seed the Dream Foundation, the Samuel S. Fels Fund, the Rembrandt Foundation and the Caroline Buck Foundation.

Fiscal Solvency Policies

To ensure fiscal solvency, the Finance Committee of the KIPP West Philadelphia Preparatory 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, KWPP maintains a ten-year financial model that includes scenario modeling and is updated at least annually to reflect changes in cost and revenue drivers.

Accounting 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.

Our Accounting system integrates with the PA State Chart of Accounts for PA Publics schools and the Annual Financial report using GAAP for budgeting, accounting, and reporting.

Preliminary Statements of Revenues, Expenditures & Fund Balances

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

- KWPP Audited Reports

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

KIPP West Philadelphia Preparatory Charter School was audited in August of 2011. LarsonAllen prepared our final audited financials dated on November 1, 2011

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

- KWPP Audited Financials

Citations and follow-up actions for any State Audit Report

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

SECTION VII. FACILITY RESPONSIBILITIES

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

This year, we have had no new facility or fixture acquisitions. We currently rent our space from the School District of Philadelphia. Considering this was the second year of operation for our school, we made several purchases including the following: student desks and chairs, staff desks and chairs, laptops for each staff member, a full computer lab, two smart boards, projectors, bookcases, etc. We made the following tenant improvements to our facility: electrical upgrade for computer lab, installation of access points for wireless internet access.

Future Facility Plans and Other Capital Needs

In July 2011 we entered into a 1-year lease with the School District of Philadelphia to rent space in the Turner Middle School building located at 5900 Baltimore Avenue, during the 2011-12 School Year, we renegotiated the same lease and entered into another 1 year lease in the Turner Middle School. KWPP was granted a renewal for our charter in March 2012. It is our hope to

remain in this building permanently, thus we have no concrete plans for future expansion of our school or for acquisition of a new facility.

The parking lot located in the rear of the building 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.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

We do an exceptional job complying with health and safety requirements. We are in a District building and all of our fire alarms and fire extinguishers are tested regularly. We also comply with all fire drill regulations. We have entered into a 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

- KWPP SHARRS
- KWPP 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 - Attachment

- KWPP ACORD

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

We had 17 teachers, a School Leader, an Assistant Principal, an Office Manager, a Director of Operations and a Director of Outreach on staff this year bringing our total professional staff to 21 (we report our Office Manager in the Support Personnel Report). 74% (10 staff members) of the staff from the 2010 school year returned for the 2011-2012 school year. We believe the 100% staff retention is due to the strong culture developed among a founding school staff and a commitment to continue influencing the growth of the school.

Note: the PDE-414 reflects only those staff members that are instructional staff and our School Leader. The non-instructional staff (Office Manager and Director of Outreach) are not reflected on the PDE-414 as they do not hold certificates nor do they have PPID #'s. Additionally, our Learning Support Teachers, Marissa Koerbler, Erin Fitzgerald, Nataliya Braginsky, and Suruchi Lall, are not listed on the HQT report because they are not teachers of record, therefore PA does not count them in their certification and HQT% for PIMS submissions. Both Suruchi and Erin are highly qualified. Suruchi is certified and Erin holds her certification in ELA. Suruchi manages the caseload for all IEPs so Eric is not required to hold any SPED certifications in her role.

Quality of Teaching and Other Staff - Attachments

- KWPP HQT 2011-12
- KWPP PDE 414 11-12

Student Enrollment

Student Admissions: In accordance with federal laws, no student will be denied admission to KIPP West Philadelphia Preparatory Charter School based on race, ethnicity, national origin, gender, or disability. New students will be admitted each year into fifth grade 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 began on February 1st and went until March 31st. In February, KIPP West Philadelphia Preparatory Charter School staff advertises open registration. At that time, interested families meet with KIPP staff and review the expectations of the school. Interested families may submit applications (available in both English and Spanish) beginning February until March 31st, at which point students will be accepted. If the number of applicants to the KIPP West Philadelphia Preparatory 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.

Pursuant to our charter, KIPP West Philadelphia Preparatory Charter School gives admission preference to students who reside within the "Attendance Zone", as defined in our charter. If enrollment slots are still available after admitting all students in the Attendance Zone, we fill the remaining slots on a random basis with first preference given

to returning students (not applicable in the school's first year). The next preference will be given to siblings of students already enrolled in KIPP West Philadelphia Preparatory Charter School. 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, and the fourth is for students who reside within the Philadelphia city limits.

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 West Philadelphia Preparatory 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.



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. 236 Students who were enrolled as of 6/15/2012 returned for school in September 2012. All students who left during the year left voluntarily, we had no expulsions. Our school fluctuated being over and under enrolled as compared to our target during the year but we chalk that up to normal intra-year fluctuations. The average enrollment for the year was 263 which was in line with our target.

Student Enrollment - Attachments

- KWPP Enrollment Policy 2011-12
- KWPP Enrollment Form 2011-2012

Transportation

We currently contract with the School District of Philadelphia for our student transportation. Yellow buses pick up all students who live more than 1.5 miles away from the school, or who live in areas where they should not be forced to walk because they would have to cross dangerous intersections. If any of our students were confined to a wheel chair, they would be transported to and from school on a different bus that would be equipped with a lift.

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. This year, we were able to improve our transportation system by convincing the District to provide transportation to our students during our 3-week summer program. However, 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.

Food Service Program

KIPP West Philadelphia Preparatory Charter School currently contracts with the School District of Philadelphia for our food services. We have coolers and food warmers on site that enable District employees to store and prepare our breakfast, lunch, and afternoon snack. We, of course, participate in the Free and Reduced lunch program, which the District manages for us. We plan to continue our partnership with District food services in the future. ID punch machines were installed by the School District of Philadelphia as a way to track the number of students requesting food on a daily basis.

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.

At KIPP West Philadelphia Preparatory Charter School, suspensions are used sparingly, but we did notice a spike in suspensions this year and are working on a series of behavior modifications implemented by all staff members in order to refocus students and allow them to be in school as much as possible. No students were expelled during the 2010-2011 School Year.

KWPP has had no expulsions to date, but as you will see in the table below, several suspensions each year. KWPP operates with the following core beliefs regarding behavior:

1. At KWPP, we believe we will strengthen students' ability to self-monitor by not providing warnings for basic expectations.
2. At KWPP, we believe everyone deserves the right to emotional and physical safety in our community. Breaks in trust and respect will not be tolerated.
3. At KWPP, we believe in empowering our students to reflect on the choices they have made through multiple opportunities to consider their impact on the community.

4. At KWPP, we believe in an individualized approach to meet students' needs so they are most successful in school. We will always consider the student and the context of a situation.

5. At KWPP, we believe in the importance of a community coming together to celebrate individual and joint successes.

Using these guiding principles and the School Wide Behavior Plan (attached in the Student Code of Conduct) we strive to intervene before a suspension or expulsion must take place. In an effort to limit our suspensions and expulsions, we do several community —building activities throughout the year, employ the use of a “paycheck” system, and create a number of leadership positions for which each student can apply. In addition, our teachers get ongoing professional development to ensure that they are trained to work with students with behavioral issues.

In the 2010-2011 School Year we had 73 Suspensions total all for Violations of the Student Code of Conduct.

Specifically these suspensions were for:

Instigating a fight (8)

Gross Disrespect (27)

Defiance (38)

Student Conduct - Attachments

- KWPP Student Conduct 11-12
- KWPP Safe Schools Report 2010-2011

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2012

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

Phone: 215-294-2973 **Fax:** 215-294-8707

E-mail: swells@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: 215-294-2973 **Fax:** 215-294-8707

E-mail: jcoengilbert@comcast.com

Signature of the President of the Board of Trustees and Date

Identify the charter school’s Special Education Contact Person.

Name: Suruchi Lall **Title:** Special Education Coordinator

Phone: 215-294-2973 **Fax:** 215-294-8707

E-mail: slall@kippphiladelphia.org

Signature of the Special Education Contact Person and Date

Signature Page - Attachment

- KWPP Signature Page 2011