

First Philadelphia Preparatory Charter School

Charter School Plan

07/01/2020 - 06/30/2023

Charter School Profile

Demographics

4300 Tacony St
Philadelphia, PA 19124
(215)743-3100

Federal Accountability Designation:	none
Schoolwide Status:	Yes
CEO:	Joseph Gillespie
Date of Local Chartering School Board/PDE Approval:	8/9/2002
Length of Charter:	5 years
Opening Date:	9/8/2002
Grade Level:	K-12
Hours of Operation:	8:00 a.m. until 3:15 p.m.
Percentage of Certified Staff:	97.00 %
Total Instructional Staff:	129
Student/Teacher Ratio:	15:1
Student Waiting List:	6808
Attendance Rate/Percentage:	95.20 %
Enrollment:	1880
Per Pupil Subsidy:	regular - \$10,156.83 special education - \$28,979.65
Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:	100.00 %
Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December:	281

Student Profile

Group	Student Count
American Indian/Alaskan Native	38.00
Asian/Pacific Islander	0.00
Black (Non-Hispanic)	810.00
Hispanic	565.00
White (Non-Hispanic)	227.00
Multicultural	244.00

Instructional Days and Hours

Number Of	K (AM)	K (PM)	K (FT)	Elementary	Middle	Secondary
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Instructional Days	0.00	0.00	180.00	180.00	180.00	180.00
Instructional Hours	0.00	0.00	1057.00	1057.00	1057.00	1057.00

Planning Process

First Philadelphia Preparatory Charter School followed the Pennsylvania Department of Education Comprehensive Planning Process to complete this Comprehensive Plan.

The CEO meets weekly with the Education Leadership Team. That Team includes the Chief Academic Officer, four assistant principals (one for grades K-3, one for grades 4-6; one for grades 7-9; and one for grades 10-12), our Special Education Coordinators (one for grades K-6 and one for grades 7-12), The K-3 Literacy Coach, the K-6 Math Coach, the three school nurses, our K-12 School Psychologist, and our K-12 School-Family Liaison. The Team meets to discuss the instructional plan that has been put into place by reviewing walk-through data, test data, data related to school climate, data related to academic and behavioral interventions, and observations by members of the Team.

In addition, the Chief Academic Officer meets weekly with the four assistant principals weekly to address issues pertinent to instruction and the academic leadership of the School including curriculum being used, any new curriculum being considered, and the Professional Development program offered for staff (both professional and para-professional) at each grade level.

The Chief Academic Officer, assistant principals, special education coordinators, and the Director of Pupil Services of American Paradigm Schools (our Educational Management organization), Kristine Magargee, meet at designated times throughout the semester regarding the implementation and effectiveness of services to special education students. Each member of the special education staff serves as a case manager to one grade level. Those groups meet once a month to go over the implementation of the IEP's for students in that grade. Each special education teacher also meets weekly with their grade group for co-planning and review of the effectiveness of the services being provided.

The School Identity and Innovation Task Force is comprised of the CEO, the Chief Academic Officer, and representatives of the teaching faculty from each School. This team is led by the First Philadelphia CEO and meets biweekly with assignments that involve the members to collaborate with their colleagues during the weeks the Team does not formally meet. The results of these collaborative meetings are brought to the formal meetings and comprise the ongoing work of this Task Force. This Team has worked to develop a Vision Statement for First Philadelphia and has focused their work on The Guiding Questions used to develop this Comprehensive Plan. This was done by having the representatives of each particular School who hold membership on the Task Force take responsibility for a specific number or Guiding Questions and to obtain answers from their colleagues K-12 to ensure thorough responses to each Guiding Questions were obtained and goals appropriate for the next three years were developed in a collaborative manner.

The Multi-Tiered System of Supports (MTSS) committee meets each week to discuss the special education, intervention and related services and programs being offered to students. Throughout the 2018-2019 school year, the MTSS Team received training from Dr. Howie Knoff of Project ACHIEVE. Trained as a school psychologist, Dr. Knoff has been an international consultant for over 35 years. When consulting with districts, schools and other educational or psychological/mental health groups, he is guided by one or more of the components of his evidence-based and award-winning program, Project ACHIEVE. Project ACHIEVE's ultimate goal is to maximize the academic, social, emotional, and behavioral progress and achievement of all students. This is accomplished by implementing effective multi-tiered support systems, especially for students demonstrating academic and behavioral challenges. Project ACHIEVE's ultimate goal is to help schools to maximize the academic and social, emotional, and behavioral progress and achievement of a

Grade group meetings are held weekly to ensure that the school plan is being implemented with integrity. The notes from all meetings are shared with all relevant stakeholders.

All data and pertinent information from each relevant meeting are summarized and reported by the CEO to the Board of Trustees at each monthly Board Meeting.

Five goals linked to the Mission and Vision Statements of First Philadelphia were developed. The goals are:

1. Increase student academic achievement
2. Enhance the social and emotional development of students
3. Enhance Professional Learning Opportunities for staff
4. Increase parental/community involvement
5. Create effective operational systems

Objectives particular to each Goal were developed through a collaborative process involving the entire School community: administration, staff, families, and students. The Educational Leadership Team is charged with prioritizing these objectives, identifying the individual or individuals responsible for ensuring the objective is realized, and establishing a time frame by which any objective will be completed (2019-2020; 2020-2021; 2021-2022).

We have used the Responsibility Assignment Matrix known as RACI to complete this process. The RACI Matrix describes the participation by various roles in completing tasks or deliverables for a project. This Model identifies the four key responsibilities:

Who is **Responsible**: Who will be the "doer of the work?"

Who is **Accountable**: Who ensures the tasks are assigned and completed?

Who is to be **Consulted**: Who gives input for the task to be completed?

Who is to be **Informed**: Who needs updates, but does not necessarily need to be consulted?

Mission Statement

The mission of First Philadelphia Preparatory Charter School is as follows: **First Philadelphia Preparatory Charter School creates life-long learners and leaders of the global community by providing a well-balanced literacy-based education.**

At First Philadelphia, the Board of Trustees, the staff, and the faculty work to support a school culture where every child achieves once given the right tools, environment, support and motivation. The core of the school's mission is the belief that the key to learning is literacy. As a result, the expectation is that after two years of instruction and regular attendance every child will have the complementary literacy skills of writing, listening and speaking that are on or above his or her grade level. Therefore, First Philadelphia is committed to providing learning experiences that construct the foundation and framework that support the development of confident and literate young learners.

The First Philadelphia family believes that all students can learn. We believe that given the opportunity, support and encouragement to reach their highest potential that all students are capable of achieving. To this end, we provide an educational program that aims to meet the needs of all our students. Programs are implemented throughout the year when we believe, based on data, that our students are in need of more intervention or a different approach to content. For example, due to the number of students with IEPs we have implemented a co-teaching model of instruction. Special Education teachers co-teach in classrooms with high numbers of students with IEPs. We have included targeted professional development in the area of Autism Spectrum Disorder in order to prepare our teachers for the growing number of students who are either on or believed to be, on the spectrum. We also changed our math curriculum based on our data that student are having difficult with basic operations. We have instituted Readers Workshop as the model of instruction we believe best meets the needs of the students who are not able to spend enough time at home reading independently. We use a shared decision making model between administration and teachers. There are many committees including a Literacy Leadership Committee, Discipline Committee and Student Activity Committee that work together to plan programs for the students.

Our School Identity and Innovation Task Forced developed the following *Profile of a First Philadelphia Graduate* during the 2017-2018 school year:

Because they have been exposed to a diverse array of experiences - - both in the classroom and outside of the classroom - - and have had opportunities to build and develop relationships with peers and staff, a First Philadelphia Graduate is a well-rounded, educated, art infused young adult.

While our 8th grade graduates display some characteristics typical of middle school students, they are passionate and well-spoken and have set clear goals for themselves that will enable them to achieve great things. Students graduating 8th grade display the motivation to reach their academic goals. They have an understanding of what to expect in high school and what they need to succeed.

Graduates of Grade 12 are ready to enter the adult world. They have identified their plans for post-secondary education; whether this is higher education, the world of work, or entrance into one of the armed services. They are respectful student leaders, with an interest in and aptitude for the arts.

Graduates at each level are able to read, write and demonstrate the ability to problem solve. They are emotionally literate, proactive about schoolwork, and are abstract thinkers. Graduates are willing to compromise, are responsible, reliable, and able to work independently. They are professional and approachable, eager and ambitious, and display a love of learning. Our graduates know what they stand for and are able to advocate for themselves.

Vision Statement

The Vision Statement developed by The School Leadership Team of First Philadelphia Preparatory Charter School community, in collaboration with the entire campus community, is as follows:

First Philadelphia is a safe, student-centered educational community where students, staff and families respect and support one another as we strive to develop well-rounded students and citizens.

Our Purpose: We are striving to develop a safe, student-centered educational community

Our Values: The community is built on safety, student-centeredness, respect, support

Our Future: Our goal is to develop well-rounded students and citizens

Shared Values

The core values of First Philadelphia Preparatory Charter School, as developed by the entire School community under the guidance of the School Leadership Team, are a safe school environment, one that is student-centered, and one built on respect and support.

The First Philadelphia community believes:

1. that all students can learn.
2. that given the opportunity, support and encouragement to reach their highest potential that all students are capable of achieving

It is the goal of the School Community that students who leave First Philadelphia, in either eighth grade or in twelfth grade, will be able to move into any educational setting, with students from all walks of life, and be as knowledgeable, experienced, cultured, and prepared for the challenges of secondary or post-secondary education.

Educational Community

First Philadelphia Preparatory Charter School was granted a five-year charter by the School District of Philadelphia on August 9, 2002. This charter has been renewed every five year since; the most recent renewal was in the 2016-2017 school year, extending our charter until the 2021-2022 school year.

We have just completed our 14 year in our new state of the art facility. In the year 2016-2017 First Philadelphia became a K-12 school community educating 1880 of Philadelphia's students, and in June 2017 the first class of seniors graduated from First Philadelphia's High School.

In the 2014-2015 school year, a second new, modern edifice opened at 4300 Tacony Street. This building houses students in grades 5 through 8 and the High School (grades 9-12). This has enabled First Philadelphia to operate on one campus. Our buildings include classrooms, two library/media centers, two gymnasiums, science laboratories, three cafeterias, and a 700-seat theatre space with a mezzanine level and a full stage with an orchestra pit and a custom sound and lighting system.

We operate in an urban community. We are based in the lower Northeast of Philadelphia, but service students from the entire city of Philadelphia. Our students make First Philadelphia a vibrant, culturally and economically diverse caring school community. We are a Title I school with approximately 85% of our students living in poverty. We have worked hard to bring many community resources into the school. To enhance the academic, social and emotional learning opportunities for students, we have developed partnerships with many agencies. These partnerships include the following:

1. **Community College of Philadelphia** and **Manor College** offer dual enrollment agreements that enable our high school students to enroll in and receive college-level credit for coursework at each institution while still a student at First Philadelphia.
2. The **Teacher Education Program at Neumann University** supports our school with programs, practicum and student teachers, some of whom have been hired as teachers across all grade levels.
3. In the 2018-2019 school year, we developed a partnership with **Project ACHIEVE** an innovative, evidence-based continuous school improvement and success program that has been implemented in schools and districts across the country since 1990. Through this partnership, First Philadelphia has implemented a Positive Behavior Support System designed to enhance the academic, social, emotional, and behavioral achievement of all students, grades K through 12.
4. **College Settlement Camp**, a program of The Outdoor School in Horsham, provides opportunities for students in grade five to participate in a three-day, overnight experience that includes environmental education and team building exercises. At College Settlement Camp, students work in groups of 8 to 15 to handle “challenges.” To succeed in the challenge, students will need to interact and discuss their options as a group. Our staff guides the students through the safety aspects of each challenge, but students decide how to achieve it themselves. After each challenge, teams spend time reflecting on how the challenge was done, and on how and why some groups did better than others — reinforcing the message that an individual is to exert and take personal responsibility choosing his/her behaviors and actions.
5. **The First Tee** is a youth development organization that introduces students to the game of golf and its inherent values. The program helps shape the lives of young people by reinforcing values such as integrity, respect and perseverance while learning the game of golf.
6. First Philadelphia participates in the programs offered by **The National Constitution Center**. In 2016, First Philadelphia participated in the Constitution Center's Civic Literacy Contest which challenges public and private middle and high schools to develop multi-year plans to improve constitutional literacy; First Philadelphia was awarded the First Place prize in this inaugural competition, a \$100,000.00 grant from the John Templeton Foundation to implement our program.
7. **Project GO!** of the Philadelphia District Attorney's Office partners with First Philadelphia to address issues related to school truancy.
8. Through **Philadelphia School Partnerships**, an organization formed to create educational opportunities and improve outcomes for low-income students, First Philadelphia was the recipient of a \$2.1 million-dollar grant to assist First Philadelphia in the implementation of quality programs and the establishment of its High School.

9. We collaborate with **The Vetri Community Partnership** to provide an after-school time program that combines cooking, nutrition, education and STEAM (science, technology, engineering, art, and math) core concepts. This 10-week curriculum-based program engages students in grades four and up using recipes to teach important nutrition lessons like whole vs. processed foods, the importance of breakfast, reading nutrition labels, added sugar, food marketing, and more. Students leave the classroom as "educated food consumers" who are inspired to make healthier decisions about the food they purchase, cook and eat.

10. **St. Christopher's Foundation for Children's Ronald McDonald Care Mobile Dental Program** provides free, quality dental care and treatment to thousands of uninsured or underinsured children ages 6 months to 14 years of age. The mobile dental program visits First Philadelphia and provides students with diagnostic, preventative and restorative dental care that includes examinations, cleanings, fluoride and sealant placement, X-rays, fillings extractions, and other restorative treatment.

We offer before and after school services to our students. Parents can drop their children off as early as 7:00 am and pick them up until 6:00 pm, if necessary.

We offer many tutoring opportunities for students in all grades, before and after school hours.

We also have extra-curricular clubs and sports for students in grades K-12, including, but not limited to, gymnastics and Students Run Philly Style. Students in grades 5 through 8 compete in inter-scholastic athletics (flag football, soccer, volleyball, basketball, baseball, softball, through our membership in the Metropolitan Philadelphia Athletic Association. Students in grades 9 through 12 compete in inter-scholastic athletics (basketball, baseball, softball, volleyball) through our membership in both the Pennsylvania Interscholastic Athletic Association (PIAA) and the Philadelphia Public League.

We offer a robust music and arts program for students in grades K through 12 and present two musical performances each year in addition to winter and spring instrumental and choral concerts at each grade level.

In January, 2019, First Philadelphia was recognized by The School District of Philadelphia for three consecutive years of School Performance Reporting growth and our 2018 Annual Charter Evaluation (ACE) indicates that we are exceeding the Pennsylvania standard for academic growth in Language Arts and in Math (K-8), that we are meeting the Pennsylvania standard for academic growth in Algebra and Biology (9-12).

Our High School, which just opened in 2014 and has graduated only three classes, can boast of the following:

1. Advanced Placement courses in Literature, Statistics, Chemistry, and United States Government and Politics.

2. Honors Courses in all content areas.
3. In May 2019, 23 new students were inducted into the National Honor Society. Selection is based on demonstration of standards established nationally in the areas of scholarship, leadership, service, and character. These 23 students joined 11 students who were inducted in 2018.
4. Our High School graduation rate (June 2018) is 84%. This calculates the percentage of students graduating within four years of entering high school. This exceeds the graduation rates of the “Similar Schools” to which The Charter Schools Office compares First Philadelphia (67%) and the graduation rate for the School District of Philadelphia (79%)
5. Our Fall College Matriculation Rate was calculated at 53% which also exceeds “Similar Schools” (45%).
6. The Class of 2017 (71 students) amassed \$1.7 million in post-secondary scholarships and grants.

The Class of 2018 (47 students) amassed \$1.4 million in post-secondary scholarships and grants.

The Class of 2019 (66 students) amassed \$3.015 million in post-secondary scholarships and grants.

First Philadelphia Preparatory Charter School is located in an economically and educationally challenged section of The City of Philadelphia. Pennsylvania Economic Data reports the following: The median household income is reported as \$31,219.00 with an income per capita of \$15,293.00. In addition, 25.30% of the population has earned less than a high school diploma and 38.3% of the population has earned a high school diploma or its equivalent. While 9.2% of the population has attained at least one year of college, the figure for college completion is 5.8%. In this area, 35.1% of the population is below poverty level. The unemployment rate is 17.7%.

The staff at First Philadelphia is dedicated to the mission and goals of the school. Each member of the staff, administration, and Board of Trustees, works together with the families of our students to ensure that we provide a quality education using the best resources available. Our curriculum is strengthened and enriched with Art, Music, Physical Education, World Language classes, and expressive arts which provide opportunities for every student. Our standards driven literacy-based curriculum, and safe school environment, ensure every child the chance to successfully participate in a rich school experience.

First Philadelphia has also instituted the Developmental Studies Center's Caring School Community Model. This researched-based program is designed to promote fairness, personal responsibility, kindness, and helpfulness throughout the school community. Teachers use several means to deepen students' thinking and build community. Mandatory class meetings are held in all grades. Teachers use this time to team-build, collectively make decisions, and check in with students about how they are feeling and how their class is doing in creating a caring community. These meetings are an excellent way to involve students in the thought process of how they wish to be treated and how they want to treat others. The Stop and Think Social Skills Program serves as the foundation for these meetings. Some

activities are also designed to let students get to know each other better, thereby teaching an appreciation for differences and an awareness of the ways in which they are similar. Teacher use cooperative structures to encourage partner and group work and discussion amongst students. At First Philadelphia, we value the knowledge and experience that students bring with them to school. Therefore, we provide opportunities for students to learn from each other in the classroom. We further strive to create a caring environment through relationship building activities such as cross-grade buddies. According to DSC's research, the program has several benefits including the development of a caring and safe environment where students are more likely to enjoy school, learning activities, form trusting relationships with teachers, and make better decisions regarding drug and alcohol abuse.

First Philadelphia's success is a direct result of the many programmatic factors which are our strength. Some of these factors include:

Teachers with dual credentials in regular and special education, EL and reading certifications;

Targeted professional development;

Small group instruction in reading and math across all grade levels;

Caring School Community;

Infusing Social Emotional Learning into the curriculum;

Intervention for students not qualified for special education;

A well-developed code of conduct;

Full time nurses, Guidance Counselors and School Social Worker;

An involved Founder and Board of Trustees.

Board of Trustees

Name	Office	Address	Phone	Email
Karin Coger	Vice President	6430 Martins Mill Road Philadelphia Pa 19111	267-626-6182	karincoger@cogerlawfirm.com
Julani Ghana	Member	1201 Hampton Court	215-380-0817	jghana@cheyney.edu

		Thorofare, NJ 08086		
Teresa Grumbrecht	Member	3930 Woodhaven Road Philadelphia Pa 19154	215-632-6877	tvog228@comcast.net
Anita Kaiser	Treasurer	1914 Witley Street, Philadelphia Pa 19115	215-969-0842	Anita.Kaiser08@yahoo.com
John MacDonald	President	15 Morning Glory Drive Marlton NJ 08053	215-423-2944	jmac65d@gmail.com
Barbara Saunders	Secretary	101 East Duval Street Philadelphia Pa 19144	215-847-6662	blsaunders00@gmail.com
Duane White	Member	152 Rosemar Street Philadelphia PA 19120	215-906-6211	white2154@gmail.com

Board of Trustees Professional Development

The Board of Trustees is comprised of veteran and mid-career professionals. Foundations, Inc. did the initial board training during the 2003-2004 school year. Prior to the start of the 2008-2009 school year, a two-day retreat for the Board focused on Board responsibilities. A Joint Work Meeting for the Board of Trustees of First Philadelphia and Tacony Academy Charter Schools was held on Saturday, October 23, 2010 from 9:30 am- 4:30 pm. The topic was Strategizing and Organizing to Replicate Success.

In 2016-2017 and 2017-2018, The Keystone Alliance for Public Charter Schools conducted Board Trainings in which First Philadelphia participated.

On September 14, 2019, a Board Training facilitated by The Non Profit Center of La Salle University's School of Business was conducted. The topics covered were as follows:

1. Individual board member roles and responsibilities and the collective board's responsibilities;
2. Board legal liability and fiduciary responsibility;
3. Clarifying board roles vs. staff roles;
4. Policy-making and oversight;
5. Board's role in effective strategic planning, finances and fundraising; and,
6. Board development and self-assessment

The lead presenter was Dr. Laura Otten, director of The Nonprofit Center. Dr. Otten is a national expert in various aspects of nonprofit management and governance. She earned her MA and her Ph.D. from the University of Pennsylvania and her BA from Sarah Lawrence College.

All new Board members receive an informational binder that our attorneys review with them. In addition, our attorneys review the fiduciary responsibilities of each Member on an annual basis. Our Board members have stayed consistent over the last several years and are actively involved in the governance of the School.

Governance and Management

The Board of Trustees of First Philadelphia Preparatory Charter School is responsible for the governance of First Philadelphia Preparatory Charter School. During monthly Board Meetings, the Trustees hear reports from the School's Chief Executive Officer, the Executive Director of American Paradigm Schools (First Philadelphia's Education Management Organization) and from the Business Manager. The Board reviews proposals and votes on resolutions such as money disbursement, personnel decisions and building/physical plant issues. The Board is required to pass a resolution to draw a check from the School's account for any major purchases. It acts on the school administration's recommendations to hire or to terminate staff members; the Board also forms a Committee to hire any senior administration positions. The Board has a standing Executive Committee comprised of the President, Vice President, Secretary, and Treasurer and forms a Discipline Committee to conduct Formal Hearings in any discipline case where expulsion from school is the recommendation of school administration, and the entire Board votes on the recommendation of this Committee in that regard. Finally, the Board of Trustees manages the school buildings and land owned or leased by the School. Due to the fact that this is a major portion of the budget, there are a number of financial decisions that go into maintaining the school and its land. In order to work together in partnership with the School District of Philadelphia, the Board of Trustees meets with the school administration and business managers to keep abreast of the District's guidelines. The Board is required to pass a budget in time for the School District to review it, and the Board is required to ensure that it maintains the mission and vision of the School laid forth in its charter when presented to the School District of Philadelphia.

Student Enrollment

The lottery process begins with advertising in various local and City-wide newspapers. Information is sent home to families who already have children enrolled at First Philadelphia. Siblings are offered first preference, provided there are spots available in a particular grade. All applications are to be filled out online through Apply Philly Charter (<https://applyphillycharter.org/>) prior to the lottery that takes place in February. All applications are reviewed looking at the grade for which a prospective student is applying, as well as to identify errors and/or students who are too young to enter school.

An Open House is held for any family wishing to learn more about the school. At that time, we make our Family Resource Room and our Literacy Center available to any family who wishes to complete the online application but who may not have access to a computer. If a family member requests an interpreter, First Philadelphia works with them to meet this need. All students who are on the waiting list are required to reapply each year.

Depending on the number of spots available, the lottery is held using a specific computer program that sorts the names randomly. For example, if there are 10 spots available, the program will sort the names and the first 10 will be given spots. Number 11 will become number 1 on the waiting list. Parents/Guardians are notified of the results during the live lottery that is open to the public. The results are then posted at the School and on our website. The lottery is conducted using zip codes first for our "in zone" and then for those zip codes in the "out zone."

Once the lottery is conducted and First Philadelphia has identified those to whom enrollment can be offered based on the results of the lottery, these families are contacted to complete the enrollment process. Kindergarten students and their families are scheduled to come into school to meet the Kindergarten teachers and to hear about the programs and services available at First Philadelphia. If the parent/guardian fails to bring the child in for this orientation after two appointments are scheduled, the student's spot is forfeited and the waiting list is utilized to bring in new students.

The following immunizations are required by the Commonwealth of Pennsylvania Department of Education:

Students in ALL Grades (K-12) need the following vaccines:

4 doses of tetanus, diphtheria and acellular pertussis (usually given as DTP or DTaP or DT or Td) (1 dose on or after the 4th birthday)

4 doses of polio (4th dose on or after 4th birthday and at least 6 months after previous dose given, but a 4th dose is unnecessary if the 3rd dose was administered at age 4 years or older and at least 6 months after the previous dose)

2 doses of measles (usually given as MMR)

2 doses of mumps (usually given as MMR)

2 doses of rubella (German Measles) (usually given as MMR)

3 doses of hepatitis B

2 doses of varicella (Chickenpox) or evidence of immunity

Students entering 7th Grade need the following vaccines:

1 dose of tetanus, diphtheria, acellular pertussis (Tdap) on the first day of 7th grade

1 dose of meningococcal conjugate vaccine (MVC) on the first day of 7th grade

Students entering 12th Grade need the following vaccines:

1 dose of meningococcal conjugate vaccine (MVC) on the first day of 12th grade (though if one dose was given at 16 years of age or older, that shall count as the 12th grade dose).

On the FIRST DAY OF SCHOOL, unless a student has a medical or religious/philosophical exemption, a student is required to have had at least one dose of the above vaccinations or risk exclusion.

If a student does not have all the doses listed above, needs additional doses, and the next dose is medically appropriate, the student is required to receive that dose within the first five (5) days of school or risk exclusion.

If the next dose is not the final dose of the series, the student is also required to provide a medical plan within the first five days of school for obtaining the required immunizations or risk exclusion. The medical plan must be followed or the student may face exclusion from school.

Parent Communication

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

No files have been uploaded.

Registration Policy

Registration Policy

PDF file uploaded.

Intent to Enroll Form

Intent to Enroll Form (English and all other languages)

No file has been uploaded.

Student Enrollment History

Enrollment History—Part I

School Year	Number of Students at the Beginning of the School Year	Number of Students at the End of the School Year	Number of Students Expelled	Reasons Students Withdrew During the Year	Number of Students Retained
2003	464	460	0	moved from area; enrolled in different school	0
2004	460	460	0	moved from area; enrolled in different	0

				school	
2005	579	579	0	moved from area; enrolled in different school	0
2006	650	650	0	moved from area; enrolled in different school	0
2007	700	700	0	moved from area; enrolled in different school	0
2008	685	685	0	moved from area; enrolled in different school	717
2009	757	713	2	moved from area; enrolled in different school	623
2010	687	683	1	moved from area; enrolled in different school	599
2011	724	713	2	moved from area; enrolled in different school	626
2012	729	734	2	moved from area; enrolled in different school	635
2013	721	978	0	moved from area; enrolled in different school	871
2014	1220	1270	5	moved from area; enrolled in different school	1155
2015	1461	1524	0	moved from	1450

				area; enrolled in different school	
2016	1693	1721	0	moved from area; enrolled in different school	1588
2017	1850	1816	0	moved from area; enrolled in different school	1598
2018	1818	1852	0	moved from area; enrolled in different school	1679
2019	1882	1884	0	moved from area; enrolled in different school	1720

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

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12
2003										0	0		
2004										0	0		
2005	100	105	118	125	130	0	0	0	0	0	0		
2006										0	0		
2007	64	99	94	124	118	104	97	0	0	0	0		
2008										0	0		
2009	64	53	70	85	92	97	88	86	78	0	0		
2010	76	62	49	69	80	90	88	87	82	0	0		
2011	74	75	69	70	74	91	94	82	84	0	0		
2012	72	78	75	75	77	80	96	100	81	0	0		
2013	166	150	151	78	79	79	77	99	99	0	0		
2014	169	161	161	163	160	104	79	77	98	98	0		
2015	180	169	167	167	165	167	163	84	83	76	103		
2016	178	177	174	175	174	182	164	166	83	77	63	98	0
2017	177	168	163	168	169	165	171	158	160	95	88	50	84
2018	155	168	167	174	168	167	166	173	169	131	85	80	49
2019	155	156	168	169	171	167	167	167	170	128	117	76	73

Stakeholder Involvement

The development of the Comprehensive Plan is led by Dr. Joseph E. Gillespie, CEO. Administrators, Teachers, Educational Specialists, Parents, Business Representatives, and Community Representatives participate in the development of this plan.

Name	Role
Daryl Batoff	Middle School Teacher - Regular Education
Michael Bell	Ed Specialist - Home and School Visitor
Kyle Black	Administrator
Stephanie Candoi	High School Teacher - Regular Education
Joseph Clark	High School Teacher - Regular Education
Peter Costa	Business Representative
Tianna Crumpton	Parent
Jason Dawkins	Community Representative
Ieisha Dixon	Parent
Brianna Donohue	Middle School Teacher - Regular Education
Eric Frey	High School Teacher - Regular Education
Phil Friedenber	Instructional Technology Director/Specialist
Erin Gallagher	High School Teacher - Regular Education
Samantha Gibson	Elementary School Teacher - Special Education
Joseph Gillespie	Administrator
Jessica Harron	Administrator
Cheryl Horton	Special Education Director/Specialist
Stacy Hultquist	Administrator
Jaclyn Huston	Ed Specialist - School Counselor
Rosalyn Jackson	Parent
Marvin Jones	Administrator
Max Klink	Building Principal
Alan Levin	Business Representative
Fran Levine	Community Representative
Kristine Magargee	Student Services Director/Specialist
Joseph McGoldrick, Sr.	Parent
Margie Pearse	Instructional Coach/Mentor Librarian
Robert Pizzicco	Ed Specialist - School Counselor
Patricia Schultz	Ed Specialist - School Nurse
Carleene Slowik	Instructional Coach/Mentor Librarian
Jamie Smith	Ed Specialist - Other
Kerry Tanney	Elementary School Teacher - Regular Education
Erika Thornton	Ed Specialist - School Psychologist
Evette Valentin	Ed Specialist - School Nurse

Jordan Weckerly

Ed Specialist - School Counselor

Assurances

Brick and Mortar Charter Schools

The physical charter school has verified the following Assurances:

- The school is accountable to the parents of its students, the public and the Commonwealth and that strategies have been developed and implemented that generate meaningful parent and community involvement (in compliance with §17-1715-A (2))
- The school does not unlawfully discriminate in admissions, hiring or operation (in compliance with §17-1715-A (3))
- The school is nonsectarian in all operations (in compliance with §17-1715-A (4))
- The school does not provide any religious instruction, nor are religious objects or symbols displayed on the premises (in compliance with §17-1715-A (5))
- The school does not advocate unlawful behavior (in compliance with §17-1715-A (6))
- The school participates in the Pennsylvania State Assessment System in the manner in which the school district in which the school is located is scheduled to participate (in compliance with §17-1715-A (8))
- The school will provide a minimum of 180 days of instruction or 900 hours per year of instruction at the elementary level, or 990 hours per year of instruction at the secondary level (in compliance with §17-1715-A (9))
- The school's Board of Trustees and contractors of the school meet the requirements of the "Public Works Contractors' Bond Law of 1967," all regulations related to the letting of contracts for the erection, construction and alteration of public buildings, the "Pennsylvania Prevailing Wage Act," and the "Steel Products Procurement Act." (in compliance with §17-1715-A (10))
- The school's administrators (CEO and all other employees who exercise management or operational oversight responsibilities) do not receive compensation from another charter school or from a company that provides management or other services to another charter school (in compliance with §17-1715-A (12))
- The school's Trustees do not serve on a local board of school directors of a school entity located in the member's district (in compliance with §17-1716-A (b))
- The school will select students on a random basis from a pool of qualified applicants when the number of attendance slots available is less than the number of applicants (in compliance with §17-1723-A (a))

- The school gives first preference to students who reside in the district or districts and will consider giving preference to a child of a parent who has actively participated in the development of the school and to siblings of students presently enrolled (in compliance with §17-1723-A (a))
- The school will only establish reasonable criteria to evaluate prospective students if the criteria are outlined in the school's charter (in compliance with §17-1723-A (b))
- The school does not discriminate in its admission policies or practices on the basis of athletic ability, measures of achievement or aptitude, status as a person with a disability, proficiency in the English language, or any other basis that would be illegal if used by a school district (in compliance with §17-1723-A (b))
- The school does not discriminate in its admission policies or practices on the basis of intellectual ability but does reserve the right to limit admission to a particular grade level or to targeted population groups composed of at-risk students or students with a special interest in academic areas such as mathematics, science or the Arts (in compliance with §17-1723-A (b))
- 75% of the professional staff members hold appropriate State certifications (in compliance with §17-1724-A (a))
- All professional staff members who do not hold appropriate State certification have provided evidence that they have demonstrated satisfactorily a combination of experience, achievement, and qualifications as defined in the charter school application in basic skills, general knowledge, professional knowledge and practice, and subject matter knowledge in the subject area in which an individual will teach (in compliance with §17-1724-A (b))
- There are no tuition charges for any resident or nonresident student (in compliance with §17-1725-A (a))
- All donations, gifts or contributions are given freely and voluntarily; i.e. the trustees and any other person affiliated in any way to the school will not demand or request, directly or indirectly, any gift, donation or contribution of any kind from any parent, teacher, employee or any other person affiliated with the school as a condition for employment or enrollment and/or continued attendance (in compliance with §17-1725-A (e))
- Free transportation is provided to students according to the parameters of §17-1726-A (Transportation) of the Charter School Law (in compliance with §17-1726-A (a))
- The school adheres to the requirements of all 123 sections, chapters and acts listed in §17-1732-A (Provisions applicable to charter schools) of the Charter School Law (in compliance with §17-1732-A (a))

Cyber Charter Schools

No policies or procedures have been identified.

Safe and Supportive Schools

The LEA has verified the following Assurances:

- Implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students. (in compliance with [§ 12.41\(a\)](#))
- Free Education and Attendance (in compliance with [§ 12.1](#))
- School Rules (in compliance with [§ 12.3](#))
- Collection, maintenance and dissemination of student records (in compliance [§ 12.31\(a\)](#) and [§ 12.32](#))
- Discrimination (in compliance with [§ 12.4](#))
- Corporal Punishment (in compliance with [§ 12.5](#))
- Exclusion from School, Classes, Hearings (in compliance with [§ 12.6](#), [§ 12.7](#), [§ 12.8](#))
- Freedom of Expression (in compliance with [§ 12.9](#))
- Flag Salute and Pledge of Allegiance (in compliance with [§ 12.10](#))
- Hair and Dress (in compliance with [§ 12.11](#))
- Confidential Communications (in compliance with [§ 12.12](#))
- Searches (in compliance with [§ 12.14](#))
- Emergency Care and Administration of Medication and Treatment (in compliance with [35 P.S. § 780-101—780-144](#))
- Parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (consistent with [§ 445 of the General Education Provisions Act \(20 U.S.C.A. § 1232h\)](#) and in compliance with [§ 12.41\(d\)](#))
- Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with [§ 12.41\(e\)](#))
- Development and Implementation of Local Wellness Program (in compliance with [Public Law 108-265, Section 204](#))
- Early Intervention Services System Act (if applicable) ([11 P.S. § 875-101—875-503](#))

- Establishment and Implementation of Student Assistance Programs at all of levels of the school system (in compliance with [24 PS § 15-1547](#))
- Acceptable Use Policy for Technology Resources
- Providing career information and assessments so that students and parents or guardians might become aware of the world of work and career options available.

Federal Programs

Coordination of Programs

Technical Assistance

The LEA provides guidance, technical assistance, and support to schools developing schoolwide programs in the areas of needs assessment, comprehensive planning, implementation, and evaluation of schoolwide program and requirements.

Describe the technical assistance provided. Explain why it was considered high quality technical assistance.

Technical assistance was coordinated by Mrs. Kristine Magargee, Director of Pupil Services at American Paradigm Schools, First Philadelphia's Education Management Organization. Mrs. Magargee coordinated meetings that included Dr. Joseph E. Gillespie, First Philadelphia CEO, Mr. Kyle Black, First Philadelphia's Federal Programs Coordinator, and school administration. This team met at various times throughout the summer and the 2016-2017 school year to review School demographic data as well as data related to PSSA and Keystone Testing in order to make informed decisions relative to the development of a Schoolwide Title I program.

Provider	Meeting Date	Type of Assistance
Joseph E. Gillespie	3/14/2017	Parental Involvement Policy
Kristine Magargee	1/10/2017	Federal Programs Guidance
Kristine Magargee	1/18/2017	Federal Programs Guidance
Kristine Magargee	2/21/2017	Federal Programs Overview
Kristine Magargee	3/9/2017	Federal Programs Guidance
Peter Costa	8/25/2016	Financial Overview

Consolidation of Funds

Please indicate if your school/charter is consolidating state, local, and federal funds. (Your school/charter must keep on file an approval letter from your Regional Coordinator).

Yes, the school intends to consolidate the funds.

Federal Grant Program	Amount of Grant
Title I: Improving Basic Programs	\$1633253.00
Title II: Improving Teacher Quality	\$123135.00
Title III: Language Instruction for Limited English Proficient	\$9999.00

Title IV: Student Support and Academic Enrichment	\$124553.00
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State/Local Grant Program	Amount of Grant
Ready to Learn	\$79743.00

Needs Assessment

Charter School Accomplishments

Accomplishment #1:

First Philadelphia was recognized by the School District of Philadelphia in January 2019 for three consecutive years of School Performance Reporting Growth. Our three year Performance Scores are as follows:

2015-2016: 41.7

2016-2017: 52.7

2017-2018: 59

Accomplishment #2:

Our 2018 Annual Charter Evaluation indicated evidence that First Philadelphia grades K through 8 exceeded the standard for PA Academic Growth in Language Arts.

Our 2018 Annual Charter Evaluation indicated significant evidence that First Philadelphia grades K through 8 exceeded the standard for PA Academic Growth in Math.

Our 2018 Annual Charter Evaluation indicated significant evidence that First Philadelphia High School met the standard for PA Academic Growth in Algebra.

Our 2018 Annual Charter Evaluation indicated significant evidence that First Philadelphia High School met the standard for PA Academic Growth in Biology.

Accomplishment #3:

A full complement of courses required for graduation, as well as a complement of elective courses, has been added to the High School curriculum. Elective courses in music and art have been expanded to the High School. Advanced Placement courses in Literature, Statistics, Chemistry, and United States Government and Politics have been added to the curriculum. Honors Courses have been added to the curriculum in all content areas.

Accomplishment #4:

In May, 2019, 23 new students were inducted into the National Honor Society. Selection is based on demonstration of standards established nationally in the areas of scholarship, leadership, service, and character. These 23 students joined 11 students who were inducted in 2018.

Accomplishment #5:

Our High School graduation rate (June, 2018) is 84%. This calculates the percentage of students graduating within four years of entering high school. This exceeds the graduation rates of the "Similar Schools" to which The Charter Schools Office compares First Philadelphia (67%) and the graduation rate for the School District of Philadelphia (79%)

Accomplishment #6:

Our Fall College Matriculation Rate was calculated at 53% which also exceeds "Similar Schools" (45%).

The Class of 2017 (71 students) amassed \$1.7 million in post-secondary scholarships and grants.

The Class of 2018 (47 students) amassed \$1.4 million in post-secondary scholarships and grants.

The Class of 2019 (66 students) amassed \$3.015 million in post-secondary scholarships and grants.

Accomplishment #7:

Dual credit agreements have been established with local institutions of higher education which provide high school juniors and seniors the opportunity to earn both college credit and high school credit prior to their high school graduation.

Accomplishment #8:

In March, 2017, First Philadelphia was selected to host a "Google for Educators Road Show" a program of Google's Explore EDU Evenet Series designed to have schools share their first-hand experiences with Google Education with other educators.

Accomplishment #9:

First Philadelphia Preparatory Charter High School has developed a unique partnership with Women's Campaign International. This program facilitates the Girls Advocacy and Leadership Series (GALS), a nine-week after-school program that develops a participant's sense of personal power through workshops focusing on increasing health literacy, discussing global issues affecting women and girls, and building life skills in order for them to advocate for themselves and their communitie

Accomplishment #10:

First Philadelphia Preparatory Charter High School was selected to participate in the 2017 Aspen Challenge. Launched by The Aspen Institute and Bezos Family Foundation, the Aspen Challenge is designed to provide inspiration, tools, and a platform for young people to address critical issues and become leaders in their communities. First Philadelphia team of students addressed the issue of lead poisoning in the City's water supply and won the award for the Most Spirited school.

Accomplishment #11:

All grades K through 12 have a robust program in the arts; this includes courses in the visual arts (drawing, painting, photography), drama, instrumental, and voice. Two annual musical performances are presented and concerts, both instrumental and choral, are presented twice per year by each grade band.

Accomplishment #12:

Professional Learning is conducted each Friday afternoon. Two full days of professional learning are held each year. A model that emphasizes knowledge to skill to competence has been implemented for Professional Learning sessions. The implementation of Professional Development Committees within each grade band in the 2018-2019 school year provided opportunities for professional staff to contribute to professional development content.

Accomplishment #13:

The addition of Math Interventionists in grades K-5 to support the work of Math Coach and Curriculum Developer Margie Pearse and enhance Math pedagogy and student achievement in Math. Dr. Carleene Slowik has been added to the staff as a Literacy Coach for teachers in the primary grades. Dr. Slowik works with teachers to enhance and refine pedagogical skills in the teaching of literacy skills (purposeful reading, writing, listening, thinking, speaking)

Accomplishment #14:

We partnered with Dr. Howie Knoff to develop a Positive Behavior Support System designed to enhance the Social-Emotional Competence as well as the Physical, Mental Health and Wellness of Secondary Students at First Philadelphia Preparatory Charter School. Dr. Knoff is trained as a school psychologist and has been an international consultant for over 35 years. When consulting with districts, schools, and other educational or psychological/mental health groups, he typically is guided by one or more components of his evidence-based and award-winning program, Project ACHIEVE.

Through this partnership, First Philadelphia has:

1. Revised our Code of Conduct by having the faculty and staff design matrices for each grade level that clearly establish developmentally appropriate behavioral expectations and outline clear consequences when expectations are not met.
2. Implemented a Shared Leadership Model through the establishment of the following Committees (1) Curriculum, (2) School Climate and Culture, (3) Professional Development, (4) Parent/Guardian, Community Engagement and Outreach. This involves staff in the decision making process in key areas of the School.
3. Implemented the *Stop and Think Social Skills Program* which encourages the development of four key social-emotional competencies: interpersonal, survival, problem-solving and conflict resolutions. This program, chosen by our school counselors, is designed to be used in Morning Meetings in grades K through 8.
4. Redesigned the Multi-Tiered System of Supports (MTSS) program to most effectively address the academic, social and emotional needs of our students.

Accomplishment #15:

We have contracted with *Generation Ready*, a national organization focused on supporting programmatic improvements and providing teacher support in reading and writing, to support to teachers in grades 1-5. The support will be focused on the implementation of guided reading, writing and instructional strategies to improve student achievement in English Language Arts. This partnership will continue in the 2019-2020 school year.

Accomplishment #16:

The standard by which attendance is measured is the number of students who attend 95% of the days school was in session. In the 2018 school year, this number was at 54.6% which represents an increase of 18% from the previous year.

Accomplishment #17:

Technology has been used wisely and effectively across all three schools. Promethean Boards are installed in every classroom, as well as in our media centers. Portable Promethean Boards enable us to utilize this technological enhancement in other common areas. Our one-call system, used to notify families of important school-related issues, has been updated to include all families and staff as well as options for contacting specific cohorts of families (e.g. specific grades, specific bus routes). Our Parent Portal through our MMS System has been opened and is being widely used across all schools. Grade Book has also been opened within MMS and provides families and students online access to classroom grades.

Accomplishment #18:

First Philadelphia Preparatory Charter High School received a \$100,000.00 cash award from the National Constitution Center for their first place finish in the Constitution Center's Civic Literacy contest.

Accomplishment #19:

First Philadelphia was chosen by the Simon's Heart Foundation as a recipient of their GOT AED Overtime Challenge. This program was launched by Simon's Heart in collaboration with the Philadelphia Flyers of the National Hockey League. The Flyers donate \$1,000.00 to Simon's Heart every time the hockey team wins in a sudden death overtime period and donate an Automated External Device to a local school or youth agency. In the 2019 school year, First Philadelphia was chosen as a recipient.

First Philadelphia was also chosen by CardConnect and Temple University Hospital Heart and Vascular Institute as a recipient of a CPR Kit during the 2019 school year.

Charter School Concerns

Concern #1:

We will increase student achievement as reported on our School Performance Profile

Concern #2:

We will enhance student social emotional development

Concern #3:

We will enhance Professional Learning opportunities for staff

Concern #4:

We will increase parental/community involvement

Concern #5:

We will develop and implement effective operational systems

Prioritized Systemic Challenges

Systemic Challenge #1 (*Guiding Question #2*) Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

Aligned Concerns:

We will increase student achievement as reported on our School Performance Profile

Charter School Level Plan

Action Plans

Goal #1: Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

Indicators of Effectiveness:

Type: Annual

Data Source: Classroom Diagnostic Testing

STAR

Specific Targets: Monitor performance on quarterly basis to assess student progress and amend instruction as needed based on data results

Strategies:

Professional Development designed to improve instruction, use of data from academic assessments

Description:

Each Friday Professional Development is held for all teachers in all subject areas. It is important that this professional development focuses on using data to effectively address the academic/learning needs of students and that this data is used to inform instruction.

SAS Alignment: Assessment, Instruction

Implementation Steps:

Professional Development designed to inform instruction based on results of data

Description:

The Chief Academic Officer will work with assistant principals to ensure all teachers review and analyze data effectively and use the results of this data to inform instruction.

Start Date: 8/19/2019 **End Date:** 5/22/2020

Program Area(s): Professional Education

Supported Strategies:

- Professional Development designed to improve instruction, use of data from academic assessments

Professional Development designed to improve instruction, use of data from academic assessments

Description:

The First Philadelphia Chief Academic Officer will collaborate with the Manager of Data Analysis from American Paradigm Schools to ensure that all assistant principals are supported in providing professional development designed to assist teachers in using data to inform instruction and increase student achievement.

Start Date: 8/19/2019 **End Date:** 5/22/2020

Program Area(s): Professional Education

Supported Strategies:

- Professional Development designed to improve instruction, use of data from academic assessments

Charter School Level Affirmations

We affirm that this Charter School Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 49 and Article 711. We also affirm that the contents are true and correct and that the plan was placed for public inspection for a minimum of 28 days.

We affirm that the responses in the Professional Education Core Foundations and the Professional Development Implementation Steps focus on the learning needs of each staff member to enable all staff members meet or exceed the Pennsylvania academic standards in each of the core subject areas.

Affirmed by John MacDonald on 10/17/2019

Board President

Affirmed by Joseph Gillespie on 7/10/2019

Superintendent/Chief Executive Officer

Affirmation for Compliance with the Public Official & Employee Ethics Act

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

The First 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/>

Affirmed by John MacDonald on 10/17/2019

Board President

Affirmed by Joseph Gillespie on 7/10/2019

Superintendent/Chief Executive Officer