



KIPP Academy Lynn Charter School

SY 2023-2024 Annual Report

Department of Elementary and Secondary Education

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Introduction to the School

KIPP Academy Lynn Charter Public School (“KALCS”)			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location of School (Municipality)	Lynn, MA
Regional or Non-Regional	Non-Regional	Chartered Districts in Region (if applicable)	Not applicable
Year Opened	2004	Year(s) the Charter was Renewed (if applicable)	2009, 2014, 2019, 2024
Maximum Enrollment	1586	Enrollment for 2023-24¹	1,615
Chartered Grade Span	K-12	Current Grade Span	K-12
Number of Instructional Days per School Year (as stated in the charter)	185	Students on Waitlist for 2023-24 ²	1,789 As of March 1, 2024
Number of Instructional Days during the 2023-2024 School Year	185		
School Hours (ex: 8:30-3pm M-F)	Elementary and Middle School	Age of School in 2023-2024	20 years
	8:00-3:00		
	High School		
	8:30-3:30		
Mission Statement Together with families and communities, we create a joyful, academically excellent school that prepares students at KIPP Academy Lynn Charter School with the skills and confidence to pursue the paths they choose - college, career, and beyond- so they can lead fulfilling lives and build a more just world.			

¹ The figure included here should match the figure reported for 2023-24 in the school’s [Profile](#).

²The figure included here should match the figure reported in the [Massachusetts Charter School Waitlist Updated Report for 2022-23](#). If there is no waitlist, please report “0”.

School Performance and Program Implementation

Faithfulness to Charter

Mission and Key Design Elements

KIPP Academy Lynn Charter School's mission is together with families and communities, we create a joyful, academically excellent school that prepare students at KIPP Academy Lynn Charter School with the skills and confidence to pursue the paths they choose —college, career, and beyond—so they can lead fulfilling lives and build a more just world.

1. KALCS made tangible progress and strives for continuous growth on the journey to become an anti-racist organization—we know where we've been, we own where we are, we see where we're headed
2. KALCS has excellent student academic outcomes as a result of having joyful, identity-affirming classrooms
3. KALCS recruits, develops and retains a team of outstanding, diverse talent
4. KALCS empowers alumni to lead fulfilling lives through post-secondary experiences, careers and beyond
5. KALCS co-authors the educational experience of students along with their families
6. KALCS is on a path to partnering with more families to expand our reach and deepen our impact in New England

High Quality Instruction: KALCS believes that high quality instruction is the cornerstone of enabling its students to maximize their academic potential. KALCS believes to do this it must honor the genius of students by utilizing curriculum that is standards aligned, data-based, and supports anti-Racist curriculum that builds critical consciousness. KALCS studies and turn-keys teaching methods that ensure teachers deeply internalize the standards, the arc of each unit, and the daily lesson materials. To support the development of anti-racist, high quality standards-aligned instruction, KALCS teachers participate in rigorous professional development, most of which is practice-based. For at least one week both before the school year begins and after it ends, teachers are engaged in high- impact professional development. KALCS builds on this work with weekly professional development throughout the school year. Teachers access coaches and mentors on a weekly basis who observe them teach and give actionable real-time feedback to improve their practice and hone their craft.

In School Year 2022-23, KALCS adopted the Lynch Leadership Academy (LLA) Observation Tool to support a common vision of instructional excellence. This tool centers the student experience, ensuring students engage with high quality rigorous tasks that support equity. Coaches observe teachers regularly using the LLA Observation Tool and ground professional development in the tool. Through this thoughtful alignment, KALCS leaders aim to create an aligned vision of instruction and support all teachers in developing towards that vision. In addition to use of a shared vision for instructional excellence and shared observation tool, KALCS uses The New Teacher Project (TNTP) Insight survey to assess our professional culture and our progress toward our goals.

Character Development: KALCS expanded the definition of character development to include social emotional learning. Character development is one of the hallmarks of the organization and it permeates the work of every student, teacher, and staff member. KALCS explicitly teaches character development and seeks to develop traits of agency, curiosity, community, compassion and identity, in our students, staff, and faculty.

Family Engagement: KALCS believes it is essential to be in close partnership with our families, the organization views families as key stakeholders in a students' success, especially maximizing their potential to and through college. KALCS has a partnership with our families through the commitment to excellence.

KALCS eliminates barriers to free communication among students, families, and staff. Teachers, staff, and leaders use multiple methods to communicate with families including in-person communication, communication by phone, and

communication by email.

Teachers and leaders regularly communicate with families to share their students' progress. Families are invited to observe their students' classroom and to schedule more formal follow-ups with teachers and school leaders as needed. School leaders have an open door policy and regularly meet with families and students. Families are invited to campus at various intervals for celebrations, family conferences, and other events. Families are also invited to participate in family councils, family working groups, and are invited to share their voice on annual family surveys.

College and Career Readiness For All Students: KALCS works with students from day one to fulfill its mission to ensure that they can live a life of choice, freedom, and happiness. KALCS students engage in a curriculum that incorporates their values and beliefs and connects those to college readiness and career exploration. KALCS students participate in college campus visits. The KIPP Forward (formerly the KIPP Through College and Career (KTCC)) program connects with students and families in discussion about regarding the potential postsecondary pathways students want to embark on so that they can make an informed decision on what specific pathway they would like to follow, no matter if it is a 2-year or 4-year college/university, a Career and Technical Education program, Military, or straight into the workforce. KALCS wants students to follow the pathway that they choose to follow. The KIPP Forward Team provides one-on-one counseling with students regarding their postsecondary goals and options, as well as connecting them with resources needed to reach those goals. KIPP Forward also hosts FAFSA events for families and students, offers the ACT in-house twice a year, and connects them with internship opportunities.

As students continue on to their postsecondary journeys, the Persistence Pathways Team of KIPP Forward ensures that all KALCS alumni receive 6 years of support after high school graduation. These advisors will work to ensure students are receiving the support and resources they need to successfully persist through their pathway. This includes but is not limited to:

- Bi-weekly and/or Monthly 1:1 Advising
- Financial Aid support
- Mental Health Support
- Supplemental workshops
- Internship and job postings
- Resume/Interview Support

KALCS assesses its progress on college and career readiness and family engagement on an annual survey in which all families are invited to participate.

Amendments to the Charter

Amendments to the Charter between August 2023 and July 2024		
Date Submitted	Amendment Requested	Status (Pending/ Approved/Denied/Approved and Not Implemented)
05.22.2024	Length of Year	Approved

Access and Equity

Enrollment by Race/Ethnicity (2023-24)

Student Data by Race/Ethnicity (2023-24)	
Race/Ethnicity	Percentage of Student Body
African American	15.5
Asian	4.0
Hispanic	72.9
Native American	0.3
White	4.9
Native Hawaiian, Pacific Islander	0.1
Multi-Race, Non-Hispanic	2.2

Selected Populations (2023-24)

Selected Student Populations (2023-24)	
Title	Percentage of Student Body
First Language not English	69.2
English Language Learner	22.2
Low-income	57.7
Students with Disabilities	11.0
High Needs	70.4

2022-23 Student Discipline Data Report

2022-23 Student Discipline					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	1,626	82	3.8	1.8	0.2
English Learner	236	8	2.1	1.3	0.0

Economically Disadvantaged	1,144	58	3.8	1.8	0.3
Students with Disabilities	263	35	9.1	5.3	0.8
High Needs	1,291	73	4.2	2.0	0.3
Female	814	22	1.7	1.5	0.1
Male	811	60	5.9	2.2	0.4
American Indian or Alaska Native	4	-	-	-	-
Asian	55	1	-	-	-
African American/Black	264	17	5.7	1.9	0.8
Hispanic/Latino	1,178	60	3.6	2.0	0.2
Multi-race, Non-Hispanic/Latino	37	2	-	-	-
Native Hawaiian or Pacific Islander	2	-	-	-	-
White	86	2	-	-	-

KALCS continues to identify and implement strategies to reduce suspension rates. KALCS leadership reviews suspension and removal data via a regional dashboard. This dashboard includes subgroup analysis, allowing identification of trends among subgroups. In 2023-24, regional KIPP MA staff reviewed removal and suspension data to better understand the discipline associated with different student behaviors. Review of this data includes conversations about age appropriate discipline and alternatives to exclusionary measures. Also in School Year 2023-24, regional staff met bi-weekly with school leaders to review school-specific discipline data, including trend analysis. School leaders across both KIPP MA regions met twice in School Year 2023-24, along with regional staff, to share best practices and action plans. Additionally, several school leaders visited KIPP NYC to conduct an observation and learning walk related to alternatives to suspension.

The KALCS team identified outliers in their data, including disparities among male students, African American students, and students with disabilities and has begun planning additional support. In School Year 2024-23, meetings between school leaders and regional staff will continue on a bi-weekly basis, but meetings between all KIPP MA regions will increase to quarterly frequency in order to continue best practice sharing and implementing suggested changes in a timely manner. In School Year 2024-25, the KALCS team also plans to implement a vaping cessation program at the High School level as an alternative to exclusionary measures.

Dissemination Efforts

Best Practice Shared	Vehicle for Dissemination (describe the method, format, or venue used to share best practices)	Who at the school was involved with the dissemination efforts? (Title)	With whom did the school disseminate its best practices? (Highlight partners and locations, including school districts)	Result of dissemination (Share any changes in practice or new opportunities for students that occurred as a result of your work at other schools/districts. List any resulting artifacts, materials, or results from partners and indicate if the school received grant funding to disseminate and if a grant report was written.)
Instructional Practices	Open classrooms and school observations	All positions	We regularly host 100+ visitors per year. Visitors come from our district and from surrounding districts.	No grant funding was sought for this work.
Instructional Practices, Curriculum and School Design Resources	KIPP:Share, an online database	All positions	KIPP National Foundation and other KIPP Charter Schools throughout the country	Teachers and school leaders contributed to the body of knowledge available on the KIPP:Share database where KIPP teachers and administrators can add materials accessible by all KIPP regions throughout the country. No grants were sought to support this work.
Curriculum and School Design Resources	Electronic and paper documents	All positions	Anyone who requests information	We share curriculum and school design resources with anyone who inquires. No grants were sought for this work.
Curriculum, School Design, Culture and Instruction	Barr Foundation	School leaders, instructional staff	Community of practice: 35 School Leaders across MA visited KIPP Lynn campuses.	A community of school leaders participated in a one-day workshop where they heard from the school principal, engaged in a school tour, observed meetings and met with students before planning for work at their respective schools. No grants were sought for this work.
Leadership, Culture Best Practices	Conversation	Executive Director	Phoenix Charter School Leadership Team	Our Executive Director was invited to participate in a leadership team meeting to share leadership practices and answer questions. No grants were sought for this work.
Leadership, Culture Best Practices	Case Study	Executive Director	Harvard Graduate School of Education	Harvard Graduate School of Education focused on KIPP MA for one of its case studies and interviewed staff members and family members to highlight our work engaging families in

				supporting LGBTQ+ inclusion. No grants were sought for this work.
Curriculum and School Design Resources, Leadership	Planning Committees	Executive Director, Chief Finance and Talent Officer, Teacher	KIPP Foundation	Three members of our staff participated in year-long planning committees to help inform the future of K-8 math, K-8 literacy and leadership development across 27 KIPP regions. No grants were sought for this work.
Leadership, Culture Best Practices	Case Study	Regional leaders	Boston College Research Team	The Boston College Research Team conducted a survey, interviewed educators, reviewed documents and observed public meetings at KIPP MA to explore the strategies and beliefs of leaders who promote access to high-quality education for all students. No grants were sought for this work.
Curriculum, School Design, Culture and Instruction	Partnership	KIPP Forward Team	Lynn Public Schools	3 year collaboration between Lynn Public Schools and KIPP Massachusetts to share best practices and expertise around college and career readiness with a cohort of students from Lynn Classical High School and students from KIPP Academy Lynn Collegiate. We received a grant from the Boston Celtics for this work and partnership. A grant report was not required.

Academic Program Success

Student Performance

[2023 School Report Card](#)

Program Delivery

Curriculum

In 2016, KIPP MA created a robust Teaching and Learning Team, beginning at the regional office and built out over subsequent years. The purpose of this departmental expansion was to create a team of leaders responsible for crafting or selecting meaningful standards aligned curriculum and training school leaders and teachers in the implementation of the curriculum. While the Teaching and Learning Team identifies/creates the core curriculum, teachers implement the curriculum to meet the needs of individual students. Teachers utilize student data to determine when and how to tweak regionally created curriculum to match the instructional needs of students in the class.

As the starting point, KALCS teachers utilize the vertically and horizontally aligned regional curriculum. This curriculum is aligned to the Common Core State Standards (CCSS), the 2016 Massachusetts Science and Technology/Engineering Framework, and the 2018 Massachusetts History and Social Science Framework. By starting with the regional curriculum, teachers are able to move beyond creation of curriculum, instead focusing on internalizing lessons, adjusting lessons to meet student needs, and analyzing and responding to student work.

KIPP MA has structures in place to regularly review and revise the curriculum each year. This occurs throughout the year, but most notably in the work of the Director of Academics in the Spring and Summer. During these seasons, the Director of Academics reflects upon student growth and achievement, solicits leader and teacher feedback, and makes necessary adjustments to the curriculum for the upcoming year.

In both School Year 2022-23 and School Year 2023-24, KIPP MA worked with the KIPP Foundation to make more significant changes and improvements to the reading, math, and STE curriculum. In School Year 2022-23, KIPP MA, including members of the KALCS team participated in a learning team with the KIPP Foundation to diagnose the quality of early literacy programs in the school. Through a rigorous review of data validated curriculum options, the team determined a two year path to implementing a new early literacy curriculum. Similarly, in School Year 2023-24, the KIPP MA team, including members of the KALCS staff, participated in two learning teams with the KIPP Foundation, one exploring options for 3rd-8th ELA curriculum and one exploring options for 3rd-8th grade math curriculum. For both subject areas, through careful review of materials, data, and teacher piloting the team determined new ELA and Math curriculum to implement in School Year 2024-2025. In addition, in School Year 2022-23 and School Year 2023-24, members of the KIPP MA team piloted and implemented new STE units co-developed with the KIPP Foundation and with the Amazon Future Engineers Program. This curriculum is standard aligned and research backed.

Through this process, the region ensures that teachers have a robust curriculum to build from. Learning specialists, in collaboration with lead teachers, develop and implement modifications and accommodations in order to ensure all students can access the curriculum. In addition, KALCS has language supports for students who are multilingual learners. Often, there are suggestions for language supports already built into the unit and/or lesson plans. MLL specialists and lead teachers plan specific and additional language supports as needed.

Instruction

At KIPP MA, there is a strong emphasis on teacher development as the means to ensuring high quality instruction for students. Key levers to ensuring high quality instruction include:

- **Professional Development (“PD”)-** At KALCS, professional development is built into the school calendar. The team believes that teachers should participate in team/department, school-wide and district-wide professional development. Both pre-pandemic and during the pandemic, PD was a feature built into the

weekly calendar. Teachers stay until 4:30 p.m. two days per week for professional development. In addition, there is at least a quarterly professional development session dedicated to Diversity, Equity, and Inclusivity.

- **Teacher Coaching-** All teachers are assigned a coach. Coaches are the main lever in teacher development. The coach is intended to know the teacher, including strengths and growth areas. Teachers have at least bi-weekly coaching sessions, with some teachers meeting with or receiving feedback/support more frequently. Coaches determine the most impactful lever for coaching based on teacher skill level. In 2018, KIPP MA invested in training coaches on the Instructional Power Moves as defined and created by Relay Graduate School of Education, focusing on observation/feedback, lesson internalization, and the weekly data meeting. In School Year 2021-22, several KIPP MA leaders participated in development through the Lynch Leadership Academy. During School Year 2022-23 and School Year 2023-2024, KIPP MA partnered with Lynch to have all principals and regional Academic Leaders participate in monthly several micro academies focused on improving instructional vision and design. Through the partnership with Lynch, all participating leaders received monthly 1:1 coaching from a leadership coach, with the focus of increasing rigor and alignment across all regional leaders. Thereby, supporting strength in teacher coaching practices.
- **Clarity of Expectations & Communication-** Through the work with the Lynch Leadership Academy, KALCS adopted the use of the Lynch Leadership Academy observation tool. In addition, all leaders and teachers receive a mid year and end of year evaluation, which includes a self reflection. There are also several additional supports for newer teachers such as implementation checklists by content area.
- **Principal and Assistant Principal Coaching-** In addition to teacher coaching, a means by which KIPP MA ensures strong instruction is through principal and assistant principal coaching. All staff at KIPP MA have coaches who provide them ongoing support and development, including principals and assistant principals. This coaching provides support in norming on observations, deepening their own content knowledge, and planning action steps for teachers.

Assessment

Assessments are a form of feedback to families, students, and educators. Assessments allow a teacher to support individual students and cohorts by monitoring and responding to progress towards end of course goals. Therefore, KIPP MA designed the assessment structures to support answering:

- How am I/my child/my students growing? How am I/my child/my students achieving?
- What are my/my child's/students' strengths? How can these skills be leveraged to support my/my child's/students' growth areas?
- Where was my instruction/practice effective? How do I need to respond?

Core mindsets undergird the assessment vision:

- Instruction, and therefore assessments, should be driven by the larger regional priorities.
- Assessments, and therefore instruction, should also be driven by learning standards
- Assessments can and should take many forms. Students should have opportunities to apply their knowledge and skills in a variety of contexts.
- Teachers monitor progress on an ongoing basis and do not wait for regional assessments to use data to inform instruction.
- Students can and should monitor their own progress as well as have input on their own learning goals.
- How we frame assessments to students matters. Assessments are an opportunity to empower students.

KIPP MA believes that assessments should be used to fluidly adjust instruction. Accordingly, teachers analyze class data to determine the extent students are mastering data daily. This allows teachers to intervene during class and between major assessments. Furthermore, when a major assessment is proctored, the KIPP MA data team compiles data and provides reports to teachers and school leaders for analysis.

Directors of Academics analyze data, noting trends and naming headlines for teachers and leaders. After each assessment, teachers either have an opportunity to work with their coach or work with the larger regional content team to analyze the data and plan how to respond.

Data is used throughout the course of the year to evaluate the curriculum’s effectiveness and make changes where necessary. If KIPP MA finds that at any point schools are not meeting or exceeding goals for student achievement, the region and school refine teaching and remediation strategies.

Accelerating Learning in 2023-24

KALCS approached acceleration in several ways. First, KALCS ensured there was time in all grades, K-8, for targeted instruction/intervention. During this time, students either worked directly with a teacher and/or on an online platform. Additionally, KALCS provided tutoring for select students using research based programs. KALCS also piloted a virtual program available through a partnership with DESE for 2nd graders.

For 9-12 students two structures were developed, the resource learning center and a tutoring block. The resource learning center is a supportive study hall with a content specific focus and staffed by content experts. While all students have the opportunity to select a study hall in their schedule, students who have demonstrated they would benefit from content specific support have an opportunity to attend the resource learning center. Similarly, a tutoring block was created to further support acceleration and remediation. Based upon student assessment and class mastery data, students were identified for small group tutoring. The tutoring occurred bi-weekly with a strong focus on enhancing student practice and increased teacher feedback. Student groups were continuously updated to reflect real-time data of content mastery.

KALCS continues to prioritize social emotional wellness for students through play based learning in grades K-2, classroom meetings, and advisories.

Organizational Viability

Finance

A. Unaudited FY24 statement of revenues, expenses, and changes in net assets (income statement)

KIPP Academy Lynn Income Statement	
Revenue	
Total Public Tuition Revenue	\$30,218,661.00
Total State Grant Revenue	\$100,507.29
Total Federal Grant Revenue	\$4,234,484.35
Total Private Grant Revenue	\$1,001,174.03
Total In-Kind Revenue	\$5,045,709.00
Total Other Revenue	\$32,296.14
Total Revenue	\$40,632,831.81

Expenses	
Total Personnel Expenses	\$26,484,039.16
Total Student Expenses	\$4,890,458.88
Total Administrative Expenses	\$1,162,562.80
Total Facilities Operating Expenses	\$1,709,561.03
Total Facilities Financing Expenses	\$2,761,763.26
Total Regional Office Contributions	(\$1,108,632.06)
Total In-Kind Expenses	\$5,045,709.00
Total Depreciation Expenses	\$540,833.91
Total Other Expenses	(\$142,767.51)
Total Expenses	\$41,343,528.47
Net Surplus	(\$710,696.66)

B. Statement of net assets for FY24 (balance sheet)

KIPP Academy Lynn Balance Sheet - projected 6/30/2024	
Current Assets	
Cash and Cash Equivalents	\$3,364,636.82
Grants and Accounts Receivable	(\$884,743.35)
Prepaid Expenses and Other	\$510,233.43
Due (to) From	\$758,831.19
Total Current Assets	\$3,748,958.09
Noncurrent Assets	
Right-to-use Lease Assets, net	\$26,792,672.55
Capital Assets, net	\$17,899,373.40
Total Noncurrent Assets	\$44,692,045.95
Total Assets	\$48,441,004.04

Current Liabilities	
Accounts Payable and Accrued Expenses	\$1,188,729.41
Total Current Liabilities	\$1,188,729.41
Noncurrent Liabilities	
Intercompany Notes Payable	\$14,625,389.10
Lease Liability	\$27,757,169.08
Total Noncurrent Liabilities	\$42,382,558.18
Total Liabilities	\$43,571,287.59
Net Assets	
Beginning Net Assets	\$5,580,413.11
Change in Net Assets	(\$710,696.66)
Ending Net Assets	\$4,869,716.45
Total Net Assets	\$4,869,716.45
Total Liabilities and Net Assets	\$48,441,004.04

C. Approved school budget for FY25

KIPP Academy Lynn FY25 Budget - to be approved 6/13/2024	
# Students	1,586
# Staff FTE	250
REVENUE	
Public Tuition Revenue	\$30,892,710
State Grant Revenue	\$75,000
Federal ESSER Grant Revenue	\$0

Federal Entitlement Grant Revenue	\$1,284,049
Other Federal Grant Revenue	\$1,168,324
Private Grant Revenue	\$1,063,805
Total Revenue	\$34,483,888
EXPENSES	
Personnel Expenses	\$24,065,055
Student Expenses	\$5,163,770
Administrative Expenses	\$1,085,440
Facilities Operating Expenses	\$1,536,087
Interest Payments on Long Term Debt	\$1,721,724
Regional Office - District/Entity Split	(\$853,045)
Contingency	\$265,000
Total Expenses	\$32,984,031
Total Operating Income	\$1,499,857
Principal Payments on Long Term Debt	\$926,631
Capitalized Expenditures	\$200,000
Total Other Cash Expenditures	\$1,126,631
Total Net Operating Cash Flow	\$373,226

FY25 Enrollment Table	Enter Number Below
Number of students pre-enrolled via March 15, 2024 submission	1586
Number of students upon which FY25 budget tuition line is based	1586
Number of expected students for FY25 first day of school	1586
Please explain any variances: <i>(Example: Since March, 5 students informed us that they were not returning. We budget conservatively each year of 5-10 less than the expected students)</i>	

D. Capital plan for FY25

Currently, there are no plans to further expand or renovate the facility at 20 Wheeler Street or 90 High Rock Street.

Additional Information/Appendix

A. Accountability Plan Performance for 2023-2024

	2023-2024 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective: To support its emphasis on high-quality instruction, KIPP Academy Lynn Charter School will annually develop high-quality teaching by engaging its staff in practice based professional development. Practice based professional development will include modeling the intended practice, the teachers practicing the target skill, and time for the teacher to receive feedback and adjust accordingly. (See Key Design Element 1)		
Measure 1a: KIPP Academy Lynn Charter School teachers will engage in at least 50 hours per year of practice based professional development.	Met	In SY23-24, KIPP Academy Lynn teachers engaged in over 50 hours of practice based professional development across all grade levels.
Measure 1b: On the annual Insight Survey, at least 70% of our teachers (survey response rate of 80%) will agree with the statement “The expectations for effective teaching are clearly defined at my school.”	Not Met	Elementary: 70% agree, 96% response rate Middle: 45% agree, 95% response rate High: 60% agree, 98% response rate
Objective: Beginning in Kindergarten, KIPP Academy Lynn Charter School will teach and practice research-based character traits necessary for students to maximize their potential in college and in life. (See Key Design Element 2)		
Measure 2a: Annually, as evidenced by KALCS’ professional development tracker, staff will participate in at least 10 sessions of practice and instruction in teaching research-based character traits	Met	PD topics include, but are not limited to; culture, affirming classrooms, crucial conversations, disability awareness, and implicit bias.
Measure 2b: Each year, on the annual Healthy Schools & Regions Survey, the average score for the statement, “The school is having a positive impact on my child’s character,” will be 80% or higher, with a 50% response rate from our families.	Not Met	This survey was not administered in Fall 2023. KIPP MA utilized a regional family survey to understand how families are experiencing the school and to ensure family voice is part of planning and strategy.
Objective: KIPP Academy Lynn Charter School will focus on broadening and deepening family engagement with our families to support student growth and development. (See Key Design Element 3)		
Measure 3a: Beginning in 5 th grade, on the annual Healthy Schools & Regions Survey, at least 80% of Families (50% response rate) will answer agree or strongly agree to the statement, “I would recommend KIPP to other families.”	Not Met	This survey was not administered in Fall 2023. KIPP MA utilized a regional family survey to understand how families are experiencing the school and to ensure family voice is part of planning and strategy.
Measure 3b: On the annual Healthy Schools & Regions Survey, the average score for the questions related to family engagement will be at least 80% agree or strongly agree, with a 50% response rate from our families. ³	Not Met	This survey was not administered in Fall 2023. KIPP MA utilized a regional family survey to understand how families are experiencing the school and to ensure family voice is part of planning and strategy.
Objective: KIPP Academy Lynn Charter School graduates will develop college and career readiness so that they can climb the mountain to and through college and career. (See Key Design Element 4)		
Measure 4a: At least 90% of seniors will graduate from KIPP Academy Lynn annually, based on 4-year graduation rates.	Met	100% of seniors (class of 2024) graduated from KIPP Academy Lynn Charter School.

³ Questions include seeking information such as: “How comfortable do you feel talking with teachers at your child’s school?”, “The school communicates with families openly and respectfully?”, and “I am well informed about how my child is doing in school.”

Measure 4b: 90% of seniors who apply to college and university will be accepted into at least one college or university.	Met	As of 06/04/2024, 98% of seniors who applied to college and university were accepted into at least one college or university.
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*Add rows as necessary

Dissemination

	2023-2024 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective: The school will disseminate information about programs and best practices to public schools in Massachusetts.		
Measure: Each year, the school will host at least 50 visitors looking to learn about our programs.	Met	KIPP MA has engaged over 50 stakeholders in on-campus, in-person school visits this academic year.
Measure: Each year, leaders at KIPP Academy Lynn Charter School will meet with leaders and groups in Lynn on a monthly basis to continue to build relationships and share best practices.	Met	Members of the KIPP MA Executive Leadership Team meet every two weeks as part of the Boston Charter Alliance. KIPP MA's Executive Director is the co-chair of the Boston Charter Alliance. KIPP MA's Executive Director also meets monthly with other charter school superintendents of color.

B. Recruitment and Retention Plan

**Recruitment Plan
2024-2025**

School Name: KIPP Academy Lynn Charter School

2023-2024 Implementation Summary:

At KIPP Academy Lynn Charter School (“KALCS”), we strive to demographically mirror the communities we serve and we are intent on recruiting a student population rich in English Language Learners and high needs students. We also make clear to all families through recruitment materials that KALCS Academy Lynn Charter School is a free, open-enrollment school to dispel parents’ misconceptions around entrance exams or tuition fees for entrance into charter schools. In 2018-2019, we offered our first substantially separate classroom in Lynn to accommodate students with a greater variety of disabilities. In the 23-24 School Year, we have four substantially separate classrooms across our K-8 schools.

Due to extensive outreach and adult educational programming geared towards both KALCS parents and non-KALCS parents alike, KALCS has built positive relationships with the Lynn community, in addition to the relationships with KALCS students and their families. KALCS has targeted its recruitment efforts to families with school-aged children in Lynn’s educationally underserved communities as well as to families with students who may have special needs or for whom English is not the primary language spoken at home. Through our current families sharing their experiences, KALCS is also developing a reputation in the communities it serves as a place that welcomes and supports diverse learners.

In every application cycle, KALCS sees considerable sibling applications and acceptances. For the 24-25 Enrollment Cycle, 14.4% of the Kindergarten applications were sibling applications. In the past five years, KALCS offered seats to all our Kindergarten siblings.

	19-20		20-21		21-22		22-23		23-24		24-25	
	TOTAL APPS	SIBLING APPS	TOTAL APPS	SIBLING APPS	TOTAL APPS	SIBLING APPS	TOTAL APPS	SIBLING APPS	TOTAL APPS	SIBLING APPS	TOTAL APPS	SIBLING APPS
LYNN	2167	270	2112	231	1402	198	2051	208	2179	142	2042	152

KALCS application numbers have fluctuated post-pandemic, but KALCS saw a minor decrease in total applications from last year to this year, along with a small increase in sibling applications. Post-pandemic, KALCS offers in person opportunities (including tours, open houses, Back to School nights) for applicants & newly enrolled students to experience the school culture.

	19-20		20-21		21-22		22-23		23-24		24-25	
	TOTAL APPS	SIBLING APPS	TOTAL APPS	SIBLING APPS	TOTAL APPS	SIBLING APPS	TOTAL APPS	SIBLING APPS	TOTAL APPS	SIBLING APPS	TOTAL APPS	SIBLING APPS
Change from Previous Year	-6%	-37%	-11%	-21%	-69%	-38%	46%	5%	6%	-32%	-6%	7%

2024 Demographics

Student Population	KIPP Lynn 22-23	Comparison Index 22-23	KIPP Lynn 23-24	Comparison Index 23-24
English Language Learners	14.1%	33.9%	15.1%	37%
Economically Disadvantaged Low Income	66.7%	69.8%	64.6%	68.9%
Students with Disabilities	10.5%	14.2%	15%	15.3%

See <http://www.doe.mass.edu/charter/finance/chart/>

Although KALCS enrolls a lower percentage of students who are English Language Learners, Economically Disadvantaged, and who have disabilities relative to the Comparison Index, KALC's enrollment percentages for each group of students have trended in the same way as the Comparison Index. KALCS continues to target English Language Learners and Students with Disability and implemented the following strategies:

- Targeted recruitment & retention for Students with Disabilities
 - Increased services to students with disabilities, including the onboarding of a Managing Director of Student Supports.
 - Increasing number of Special Education Staff, Therapeutic Programming, and inclusion programming
- Targeted recruitment & retention for English Language Learners
- Increased translations of recruitment materials and interpreters and translators available at all recruitment events in multiple languages

- Translation of recruitment materials into additional languages, such as Spanish, Khmer, Portuguese, Haitian Creole, and Arabic
- Increased services and expertise to English Language Learners, including the onboarding of a English Language Learner Coordinator and Director of Academics (English Language Learners).

Describe the school's general recruitment activities, i.e. those intended to reach all students.

General Recruitment Activities for 2024-2025:

Activity 1: School Open Houses. Annually, before each application deadline and lottery, KALCS hosts an open house for families. The goal of this event is to provide families an opportunity to see the school, visit the school, get to know the staff, tour the school, and build partnership with other potential families. During these events, we have Spanish speaking staff readily available and honor additional interpreter requests from families and visitors. All promotional materials will explicitly state that the school serves all students, including those with IEPs and 504s and be printed in English and Spanish.

Activity 2: School Tours. Schools advertise and provide tours to prospective families. The goal of these tours is to provide families a touchpoint with the school while students are in session to allow them to observe school culture, systems, staff, and students. All Enrollment Coordinators speak Spanish and conduct tours. KALCS provides additional language support upon request.

Activity 3: Community Partnerships. In Lynn, KALCS has active partnerships with several organizations, formally and informally, to share the KALCS story & advertise the school. In the 22-23 School Year, KALCS partnered with Lynn Public Schools for the "Pursuing Pathways" Program to offer support and experiences to KALCS and LPS students. Throughout the 2023-2024 school year, KALCS students and staff make several trips to organizations within the community. KALCS shares information and application materials with community organizations to share these materials with their members.

Activity 4: Family-to-Family Outreach. KALCS asks current families to distribute recruitment materials to friends, colleagues, and neighbors. KALCS act as the school's best recruiters- families are eager to get the word out to other families, and this is an effective way to build awareness of, and interest in, the school.

Activity 5: Adult Education Community Classes. Post-COVID, KALCS reinstated free English and citizenship classes to the community. There is no cost to the participants and they are not required to be affiliated with KALCS prior to joining the program. Classes are offered in English and Spanish. In addition to language and citizenship classes, KALCS's Equity & Engagement team offers additional adult enrichment- such as financial literacy, homebuying, and cooking classes. Community classes allow KALCS to build partnerships with the community, expand our reach to English language learners and communities.

Activity 6: Social Media Outreach. Over the past year, KALCS increased social media outreach via Facebook and Instagram. KALCS posts regularly on Instagram (handle- "kippma") and has over 2,000 followers.

Activity 7: Additional Access to School Policies. Over the past year, KALCS increased the number of readily available school policies and translated documents into several additional languages. All of these policies are found at www.kippma.org under "Public Information." As an example, the KALCS Enrollment

policy was updated and Commissioner approved in 2023 and has been translated into Spanish, Khmer, and Arabic.

Recruitment Plan – 2024-2025 Strategies
List strategies for recruitment activities for each demographic group.

Special education students/students with disabilities

(b) Continued 2023-2024 Strategies

During the lottery process, KALCS will make a concerted effort to inform parents that all students, regardless of ability, are encouraged to apply, including students who have IEPs, 504 plans, or are currently being evaluated.

- There are clear statements in all communications sent to families that all students are encouraged to apply for the enrollment lottery, including students currently on or being evaluated for IEPs.
- During our school tours and flyering, KALCS staff explains to potential parents the systems we have in place to guarantee their child is going to receive the full services required by their IEPs. This includes (but is not limited to) learning specialists, outside providers for occupational therapy, in house counselors for therapy, and small group instruction.
- Potential parents have the opportunity to speak with the Director of Special Education and the SPED learning specialists for the relevant grade(s) prior to enrollment. The SPED learning specialists write student IEPs and can provide parents a deeper understanding of how services will be provided for their student.

KALCS increased the number of sub-separate classrooms available to students with more demanding disabilities, including:

- SY15-16: First sub-separate class offered in grades 5-8 at KALCS
- SY20-21: First sub-separate class offered in grades K-4 at KALCS
- SY2-23: Four sub-separate classes available in grade K-8 for cognitive and behavioral disabilities.

(c) 2024-2025 Additional Strategy(ies), if needed

KALCS hired additional staff to support students with disabilities, including:

- Directors of Special Education (effective 7/1/23) have been hired at each campus to support KIPP Academy Lynn’s special education programming
- 1:1 Nurse to support individual student with complex medical needs
- Learning Specialists to reduce caseload and move to a co-teaching instructional model
- 1:1 Student Aides to support students with IEPs
- 2 Additional Counselors to provide socio-emotional support.
- 1 ELL Teacher to provide support to English Language learners.

Prospective and new families have the opportunity to speak with the Director of Special Education and Assistant Principal of Student Services about their student’s IEP or 504 in order to learn more about KALCS’ programming and support for their specific student. Families are invited to come in to meet with the Director of Special Education to see the school and review their student’s IEP together alongside our staff.

(a) CHART data

School percentage:
15%

CI percentage:
15.3%

The school is below GNT percentages and below CI percentages

Limited English-proficient students/English learners

(a) CHART data

(b) Continued 2023-2024 Strategies

<p>School percentage: 15.1%</p> <p>CI percentage: 37%</p> <p>The school is below CI percentages</p>	<p>KALCS has recruitment and lottery materials available in English, Spanish, Arabic, Portuguese, Haitian Creole, and Khmer and will continue to provide translation/interpretation in multiple languages for prospective families as requested. KALCS’s application & registration platform, Schoolmint, is updated to reflect the most recent instructions and information in Spanish, English, Khmer, Haitian Creole, Portuguese, and Arabic.</p> <p>The KALCS website was updated in August 2021 and translates in many languages. The website upgrades allow easy access for families- less text, more graphics, and more intuitive navigation.</p> <p>Spanish-speaking members of the school staff and parent community participate at all community outreach events and information sessions to ensure that native Spanish speakers can fully understand KALCS’ program and application process.</p> <p>KALCS created structures to honor and promote language fluency amongst its staff</p> <ul style="list-style-type: none"> • In 2022-2023, KALCS initiated a bonus program for staff that had multiple language fluencies. In October 2023, for the first time in KALCS’ history- staff will receive additional compensation for fluency in languages other than English. • All staff that provide translation support are eligible for consistent and transparent compensation for written and oral translation. <p>KALCS has recruitment and lottery materials available in English, Spanish, Arabic and Khmer and will continue to provide translation/interpretation in multiple languages for prospective families as requested. KALCS’s application & registration platform, Schoolmint, is updated to reflect the most recent instructions and information in Spanish, English, Khmer, Haitian Creole, Portuguese, and Arabic.</p> <p>The KALCS website was updated in August 2021 and translates in many languages. The website upgrades allow easy access for families- less text, more graphics, and more intuitive navigation.</p> <p>Spanish-speaking members of the school staff and parent community participate at all community outreach events and information sessions to ensure that native Spanish speakers can fully understand KALCS’ program and application process.</p>
	<p style="text-align: center;">(c) 2024-2025 Additional Strategy(ies), if needed</p> <p>KALCS increased the number of vendors available for translation to all staff and for KALCS events:</p> <ul style="list-style-type: none"> • Multiple vendors provide live Zoom support for families town halls in Spanish and Haitian Creole • All staff have immediate access to Language Line, a phone interpretation service with many languages available for instant interpretation. <p>In the 2023-2024 school year, KALCS offered a Quick Application to families in multiple languages, available on the school’s website.</p>

Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)

<p>(a) CHART data</p> <p>School percentage: 64.6%</p> <p>CI percentage: 68.9%</p> <p>The school is <u>below</u> CI percentages</p>	<p align="center">(b) Continued 2023-2024 Strategies</p> <p>In the 19-20 School Year, KALCS began participation in the Community Eligibility Program (CEP) to provide free breakfast, lunch, and snacks to all students without charge. This reduces the stigma of free or reduced lunches and allows students to eat multiple meals on campus without concern for cost. The Community Eligibility Program participation aims to make KALCS a more attractive choice for families.</p> <p>KALCS disseminates application materials and, whenever possible, host information sessions at locations and organizations serving Lynn’s most in need families, such as- Lynn’s WIC and DTA centers; various Head Start locations; and the offices of the Department of Children and Families.</p>
	<p align="center">(c) 2024-2025 Additional Strategy(ies), if needed</p> <p>In the 22-23 School Year, KALCS switched their food vendor to Stockpot to provide delicious, nutritious, and culturally relevant meals to all students. The selection of the vendor included active participation from school staff, families, and students.</p>
<p><u>Students who are sub-proficient</u></p>	<p align="center">(d) Continued 2023-2024 Strategies</p> <p>KALCS will identify organizations that offer tutoring services and provide organizations with recruitment materials.</p> <p>KALCS will advertise the school’s extended hours and increased learning time as well as directed strategies and programs such as small group learning and tutoring blocks. This will include information about the school’s summer school programs and credit recovery plans.</p> <p align="center">2024-2025 Additional Strategy(ies), if needed</p>
<p><u>Students at risk of dropping out of school</u></p>	<p align="center">(e) Continued 2023-2024 Strategies</p> <p>KALCS will identify organizations that offer tutoring services and provide organizations with recruitment materials.</p> <p>KALCS will advertise the school’s extended hours and increased learning time as well as directed strategies and programs such as small group learning and tutoring blocks. This will include information about the school’s summer school programs and credit recovery plans.</p> <p align="center">2024-2025 Additional Strategy(ies), if needed</p>
<p><u>Students who have dropped out of school</u> <u>*only schools serving students who are 16 and older</u></p>	<p align="center">(f) Continued 2022-2023 Strategies</p> <p>KALCS will advertise our school at job application centers and HiSET locations such as North Shore Community College in Lynn.</p> <p align="center">2023-2024 Additional Strategy(ies), if needed</p>

<p>OPTIONAL⁴ <u>Other groups of students who should be targeted to eliminate the achievement gap</u></p>	<p>(g) Continued 2023-2024 Strategies</p> <p>2024-2025 Additional Strategy(ies), if needed</p>
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Retention Plan
2024-2025

Please provide a brief narrative report on the successes and challenges of implementing strategies from the 2023-2024 Retention Plan.

2023-2024 Implementation Summary:

KALCS remains committed to retaining its students, as it believes a KIPP education will provide students the best possible opportunity for students to live a life of choice post graduation. KALCS’ attrition is well below the statewide average. This success is attributed to several factors: KALCS believes in keeping its students is an essential part of success as an organization, it systematically creates strong relationships with students and families, and it builds a joyful school culture alongside high expectations for academics and character that makes KIPP MA schools a place kids want to be. Year after year KALCS’ retention strategies contribute to a student retention rate of 94% or higher, meeting KIPP National’s retention goal for its regions. Retaining students at KIPP for the duration of their academic careers (K0 - 12th grade) will have an everlasting impact on their life outcomes.

As evidenced below, although KALCS’ overall attrition is lower than than the statewide average and subgroups (students with disabilities, English Language Learners, and low income students). KALCS ensures that its high needs students have access to the resources they need to ensure that they are retained and have a consistent educational experience.

KALCS achieves high retention rates by maintaining a close and constant relationship between teachers, students, and parents. The attrition rate in the 23-24 School Year was 3.4%, compared to the median of 9.2% and third quartile of 13.3%.

KALCS’ retention strategy involves several components, including:

- Fostering meaningful relationships with kids and families.
 - Student Advisory Groups. Each student is assigned an advisor who serves as the family’s point of contact. The small group advisory is an opportunity for peer engagement in a small setting and gives the advisor a unique opportunity to engage with the student outside of the classroom. Advisors regularly contact families to check in, and KIPP conducts family nights where students have the opportunity to showcase their work and connect their families with the school.
- After school activities for all grade levels.
 - Kindergarten - 8th grade are eligible to enroll in after school care which accepts vouchers and has multiple afterschool plans. It includes academic, physical, and socio-emotional enrichment.
 - Kindergarten - 4th graders participate in a variety of electives in which they have showcases, such as art, music, and performing arts.
 - After school clubs and sports for grades 5 - 8, including soccer, cross country, basketball, poetry, and many others led by school staff.

⁴ Perhaps consider students and families who may experience access, opportunity, and achievement gaps due to the historical inequities based on race, ethnicity, gender, education level, immigration status, or sexual orientation.

- High School Preparedness classes for rising and current 8th graders, led by school staff. Students get to meet with high school staff to learn about the transition to 9th grade, visit the high school, and participate in course selection

Attrition Rates: All Students

	2019	2020	2021	2022	2023	2024
KIPP Academy Lynn	3.7	3.5	1.8	5.1	3.0	3.4
Median	12.0	13.1	9.5	14.9	10.4	9.2
Third Quartile	13.6	16.9	14.6	19.0	14.2	13.3

Attrition Rates: Students with Disabilities

	2019	2020	2021	2022	2023	2024
KIPP Academy Lynn	7.7	4.9	1.1	6.0	3.4	1.8
Median	15.6	16.7	12.1	19.1	14.0	12.5
Third Quartile	21.6	20.4	17.1	24.2	19.3	17.5

Attrition Rates: English Language Learners

	2019	2020	2021	2022	2023	2024
KIPP Academy Lynn	3.9	3.4	0.9	7.3	1.9	2.7
Median	11.1	12.6	10.0	14.4	13.7	10.4
Third Quartile	14.9	16.5	12.3	19.7	16.7	19.6

Attrition Rates: Low Income

	2019	2020	2021	2022	2023	2024
KIPP Academy	4.0	3.4	2.0	4.2	2.3	3.4

Lynn						
Median	12.4	13.3	9.8	16.6	11.7	9.8
Third Quartile	15.0	18.1	16.0	19.4	15.0	14.3

Overall Student Retention Goal	
Annual goal for student retention (percentage):	94%

Retention Plan – 2024-2025 Strategies		
List strategies for retention activities for <u>each</u> demographic group.		
Special education students/students with disabilities		
<p>(a) CHART data</p> <p>School percentage: 1.8%</p> <p>Third Quartile: 17.5%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p align="center">(b) Continued 2023-2024 Strategies</p> <p>KALCS Academy Lynn Charter School will continue to recruit highly-skilled special education teachers.</p> <p>The school will continue to engage parents in understanding the specifics of their students' IEPs and how to advocate on their behalf. IEP meetings will be held on a yearly basis. Depending on a student's level of need in each academic area, they will either receive inclusion services or separate settings.</p> <ul style="list-style-type: none"> • We will offer summer school for credit recovery and for ACT preparation at the high school level and summer school for math and reading skills at the middle school level. We recently founded a behavioral program at the middle school and scheduling substantially separate classes when necessary. • KALCS Academy Lynn Charter School is continuing to develop strategies to meet the needs of its severe special education students. For example, for those students who require occupational therapy or physical therapy, we have contracted with outside providers to deliver these services. This past year, we hired a full-time speech therapist to work with students who have IEPs that call for speech therapy. • Since SY15-16, KALCS has been able to offer services to students with more demanding disabilities. This made us a more attractive option for future students with special needs by continuing to demonstrate our commitment to offering services to all students, regardless of special need status and encouraging more students with special needs to consider applying to KALCS. <p>In SY15-16, we began offering postsecondary special education services. We hope this encourages our students with special needs to stay with us.</p>	
	(c) 2024-2025 Additional Strategy(ies), if needed	
	Limited English-proficient students/English learners	
Limited English-proficient students		
(a) CHART data	(b) Continued 2023-2024 Strategies	

<p>School percentage: 2.7%</p> <p>Third Quartile: 19.6%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p>Teachers will be taking, or have already taken, the necessary SEI and ELL MTEs and courses necessary to fully support the students at KIPP Academy Lynn Charter School.</p> <p>Proactively involve parents in their child's education in a meaningful way through parent orientations, consistent parent contact in their home language by phone, e-mail, and mail, opportunities to participate in school events, and parent conferences on a quarterly basis.</p>
<p align="center">(c) 2024-2025 Additional Strategy(ies), if needed</p>	

Students eligible for free or reduced lunch (low income/economically disadvantaged)

(b) Continued 2023-2024 Strategies

The Food Services Director will ensure that as many students as possible are certified to receive free meals through the direct certification method. The Director will contact the families of those students who are not directly certified to ensure that they accurately complete a meal application as soon as possible at the beginning of the school year.

- The Director will perform a direct certification at least two more times during the school year to ensure that any students receiving benefits such as TANF or SNAP are also receiving free meals at school.
- The Food Services Director works with the Director of Family and Community Engagement to ensure that parents have access to information as to how to apply for programs such as TANF or SNAP.
- We currently believe that the new economically disadvantaged metric will result in lowering the number of students who are eligible for free and reduced lunch at our schools because many of students, while they would qualify based on income, do not participate in programs such as TANF or SNAP.

Furthermore, our homelessness liaison will work with families experiencing homelessness to develop plans to keep their children enrolled at our school.

(c) 2024-2025 Additional Strategy(ies), if needed

(a) CHART data

School percentage:

3.4%

Third Quartile:

14.3%

The school's attrition rate is below third quartile percentages.

(d) Continued 2023-2024 Strategies

Teachers and staff will continue to have open conversations with students and families about what grade level their student is performing at. This will shape the curriculum choices and support systems for each student so they receive the right amount of support. Additionally, student progress will be shared directly with students and families through quarterly (middle school) and bi-weekly (high school) progress reports.

We will offer summer school for credit recovery and for ACT preparation at the high school level and summer school for math and reading skills at the middle school level. We are founding a behavioral program at the middle school and scheduling substantially separate classes when necessary.

2024-2025 Additional Strategy(ies), if needed

Students who are sub-proficient

(e) Continued 2023-2024 Strategies

Students who are absent are reported to their parents before 9:00am of the same day in an effort to reduce truancy and increase parental engagement.

- The school will proactively involve parents in their child's education in a meaningful way through parent orientations, consistent parent contact in their home language by phone, e-mail and mail, opportunities to participate in school events, distribution of progress reports, and parent conferences on a quarterly basis.

Students at risk of dropping out of school

	<ul style="list-style-type: none"> Teachers and staff will conduct home visits in order to invest students at risk of dropping out, as well as their families. The high school will provide alternate arrangements and/or schedules to accommodate the needs of students who might otherwise drop out of school (e.g. students with children or students who require transportation to school when it is not required by an IEP). <p>Our school counselors, advisors, and KALCS Through College and Career Team will work to identify students at risk for dropping out and work with those students to develop a plan to graduate.</p> <p style="text-align: center;">2024-2025 Additional Strategy(ies), if needed</p>
<p><u>Students who have dropped out of school</u> *only schools serving students who are 16 and older</p>	<p style="text-align: center;">(f) Continued 2023-2024 Strategies</p> <p>Our school counselors and KALCS Through College and Career Team work to re-engage students who have dropped out. The team works with these students, encouraging them to return to school, or working with them to find alternative paths to graduate.</p> <p style="text-align: center;">2024-2025 Additional Strategy(ies), if needed</p>
<p>OPTIONAL⁵ <u>Other groups of students who should be targeted to eliminate the achievement gap</u></p>	<p style="text-align: center;">(g) Continued 2023-2024 Strategies</p> <p>The school will proactively involve parents in their child's education in a meaningful way through parent orientations, consistent parent contact in their home language by phone, e-mail and mail, opportunities to participate in school events, and parent conferences on a quarterly basis.</p> <p style="text-align: center;">2024-2025 Additional Strategy(ies), if needed</p>

C. School and Student Data

ADMINISTRATIVE ROSTER FOR THE 2023-2024 SCHOOL YEAR			
Name	Title	Start date	End date (if no longer employed at the school)
Blume, Meghan E	Assistant Principal	7/21/2014	
Brown, Kerri L	Assistant Principal	1/7/2019	

⁵ Perhaps consider students and families who may experience access, opportunity, and achievement gaps due to the historical inequities based on race, ethnicity, gender, education level, immigration status, or sexual orientation.

Davis, Justin A	Assistant Principal	7/1/2015	
Wilson, Emily Nicole	Assistant Principal	7/1/2016	
Alognon, Wamokonzi	Assistant Principal	7/1/2016	
Hope, Chyna	Assistant Principal	7/1/2016	
Dauber, Kaitlin	Assistant Principal	7/1/2017	
Mariano, Deborah	Assistant Principal	7/1/2017	
Ramirez, Melanie	Assistant Principal	7/1/2018	
Johnston, Marlaina A	Assistant Principal	7/29/2019	
Jean-Michel, Shelby B	Assistant Principal	7/29/2019	
Tejeda, Patricia Raichana	Assistant Principal	8/8/2019	
Herzog, Breanna K	Assistant Principal	12/9/2019	
Springer, Camille	Assistant Principal	7/1/2017	
Otero, Paola	Assistant Principal	8/22/2023	

Thompson, Lenwood	Assistant Principal	8/8/2022	12/22/2023
Diaz-Martinez, Leandro Pascual	Office Coordinator	7/1/2015	
Sanchez, Alana	Special Projects Coordinator	8/23/2021	
Ribeiro Curty, Alexandra	Office Coordinator	5/9/2022	
Valle, Mario	Facilities Coordinator	7/1/2022	
Herrera, Ana	Special Projects Coordinator	10/24/2022	
Bastos De Andrade, Alexandra	Operations Coordinator	11/28/2022	
Hernandez, Jeselyn	Office Coordinator	3/27/2023	
Caraballo, Jonathan	Office Coordinator	5/1/2023	
Segundo Pena, Felix Andre	Special Projects Coordinator	6/20/2023	12/22/2023
Good, Katherine	Director of Postsecondary Match	7/1/2009	
Boyd, Geoffrey	Dean of Students	7/25/2011	
Bhatti, Shahzad H	Dean of Students	7/1/2012	

Lynch, Maddison E	Dean of Student Supports	7/21/2014	
Slattery, Padraic	Dean of Students	7/1/2017	
Osgood, Olivia	Dean of Student Supports	7/1/2018	
Goetz, Sofia	Dean of Students	8/11/2021	
Grimaldi, Anthony	Athletic Director	7/21/2014	
Wood, Julia	Director of School Operations	7/1/2018	
Garcia, Elizabeth A	Director of School Operations	7/1/2018	
Badami, Nanditha	Director of Special Education	7/29/2019	
Clerge, Ashley	Director of Special Education	7/10/2023	
Welters, Dawn Alycia	Director of Special Education	7/10/2023	9/15/2023
Alexander, Noel E	Facilities Manager	6/17/2013	
Figueroa, Yara	Student Support Services Manager	4/13/2020	
Ward, Nicole	Operations Manager	6/1/2020	

Jung, Sung Hoon	Operations Manager	8/11/2021	
Carbone, Alexandra	Operations Manager	7/10/2023	
Navas, Leslie	Family and Community Engagement Manager	8/11/2021	8/31/2023
Ortiz-Leger, Julielys	Family and Community Engagement Manager	6/21/2022	4/12/2024
Estevez, Elsy D	Principal	7/1/2015	
Clarke, Shauna C	Principal	7/27/2015	
Seter III, James	Principal	7/1/2016	
Eloi, Carmelle	Director of School Counseling	10/10/2017	
Pizzimenti, Stephen J	Chief Finance and Talent Officer	10/17/2018	
DoBell, Emily S	Chief Schools Officer	7/1/2012	
Taylor, Emily A	Chief Operating Officer	5/19/2014	
Coleman, Shameka L	Chief Equity and Engagement Officer	7/7/2014	
Fetbroth, Jesse V	Chief of Staff	7/7/2014	

Dominique, Jo-Ann	Chief Academic Officer	5/30/2023	
Mosca, Victoria M	Finance Coordinator	8/11/2021	
Njuguna, Michelle	Compliance Coordinator	7/20/2022	
Rodriguez, Jacqueline	Human Resources Coordinator	5/8/2023	
Duong, Linh Thi	Finance Coordinator	7/10/2023	
Perez, Mayreliz B	MLL Coordinator	3/19/2018	8/25/2023
Andrews, Candace O	RO Parental Coverage Coordinator	5/2/2022	9/30/2023
Nakajima, Jessica	Director of Data	7/16/2010	
DeLeon, Rafael	Director of Technology	1/26/2010	
Malley, Laura F	Director of Teaching Fellows	7/16/2012	
Mahr, Julia D	Director of Recruitment	7/16/2014	
Bonhomme, Nathalie	Director of Human Resources	9/17/2018	
Clark, Shannon G	Director of Strategic Projects	6/19/2019	

Breton, Fabiola S	Director of Retention	6/11/2018	
Hinckley, Chelsie	Director of Persistence	10/28/2019	
Meshesha, Eskedar	Director of Finance	9/30/2020	
Clark, Charles	Director of Facilities	5/10/2021	
Sanchez, Alexandra	Director of Family and Community Engagement	6/21/2023	
Docanto, Abobomi Samura	Director of Advocacy	7/10/2023	
Mai, Kenneth	Director of Academics, Elementary Exceptional Learners	7/1/2018	7/31/2023
Gottlieb, Dana Rose	Director of Academics	7/1/2015	
Wang, Allen	Director of Academics	7/1/2015	
Tamarisk, Sean	Director of Academics	7/1/2016	
Galbraith, Jay H	Director of Academics	6/19/2017	
Slivova, Margarita P	Director of Academics	7/9/2018	
Reardon, Molly K	Director of Academics	12/1/2021	

Sanchez-Raggi, Megan I	Director of Academics	7/7/2014	
Turner, Bryce	Director of Academics	1/4/2016	
Scott, Shaunice	Director of Academics	7/1/2022	
Marcano, Luisse	Director of Academics	8/8/2022	
Schweitzer, Amanda Idella	Director of Academics	7/10/2023	
Gachette-Turner, Betty R	Director of Academics	2/2/2015	
Barnes, Rhonda Nichell Delk	Executive Director	7/15/2013	
Morales, Mariela J	Student Information Systems Manager	8/10/2011	
Gutierrez, Gabriel	Technology Manager	10/9/2012	
Fils-Aime, Emmanuel	Technology Manager	5/29/2018	
Ayala, Carlos E	Recruitment and Retention Manager	7/29/2019	
Casado, Norma Y	Human Resources Manager	10/7/2019	
Hall, Lenworth A	Technology Manager	1/31/2022	

Osornio, Yvonne	Human Resources Manager	2/24/2020	
Blankenship, Connor T	Data Manager	7/1/2018	
Duong, My T	Finance Manager	11/30/2020	
Cooke, Samantha	Communications and Marketing Manager	7/12/2021	
Alvarez, Janel	Recruitment and Retention Manager	8/11/2021	
Davis, Mary Beth	Talent Development Manager	8/16/2021	
Cabral, Katherine	Recruitment and Retention Manager	7/1/2022	
Tobon, Ana	Recruitment and Retention Manager	8/8/2022	
Rung, Donald C	Data Manager	9/19/2022	
Dada, Elizabeth O	Development Manager	7/3/2023	
Adams, Lauren	Managing Director of Recruitment & Retention	4/4/2011	
Trotsky, Zachary L	Managing Director of Operations	8/10/2015	
Peters, Alvaro	Managing Director of Equity	7/1/2016	

Burnham, Caroline S	Managing Director of Academics	7/7/2014	
Kiley, Katherine E	Managing Director of Compliance and Information Management	1/1/2019	
Smith, Margaret M	Managing Director of Academics	7/1/2015	
Lobel, Katharine R	Managing Director of Human Resources & Talent Development	7/29/2019	
Root, Rebecca Hazlett	Managing Director of Development & Communications	7/1/2020	
Haynes, Jonathan O	Managing Director of KIPP Forward	9/11/2017	
Owolabi, Alice	Managing Director of Academics	7/1/2023	
Rodriguez, Emily S	Senior Advisor, National & Regional Initiatives	9/4/2012	
Duran, Danielle Franchesca	Senior Advisor, Special Education	7/1/2022	

TEACHERS AND STAFF ATTRITION FOR THE 2023-2024 SCHOOL YEAR				
	Number as of the last day of the 2023-2024 school year	Departures during the 2023-2024 school year	Departures at the end of the school year	Reason(s) for Departure*
Teachers	124	15	0	Pay/Compensation Work-life balance Relocation Family Circumstances
Other Staff	175	16	0	

BOARD MEMBERS FOR THE 2023-2024 SCHOOL YEAR

Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term (start and end date in MM/YY format) <i>*If no longer serving on the board as of July 1, 2023, clearly indicate resignation date.</i>	Final year of service possible based on term limits in bylaws
Beecher, Tom	Trustee	Finance and Facilities	3	05/15 - 05/18 05/18 - 05/21 05/21 - 05/24	2036
Borchard, Douglas	Trustee	Governance and Compensation (Co-chair); Teaching and Learning	4	06/14 - 06/17 06/17 - 06/20 06/20 - 06/23 06/23 - 06/26	2035
Barnes, Rhonda "Nikki"	Trustee, Ex-Officio	Governance and Compensation; Development; Finance and Facilities	2	08/20 - 08/23 08/23 - 08/26	2041
Fates, Matt	Vice Chair	Governance and Compensation (Co-chair); Finance and Facilities	3	08/17 - 08/20 08/20 - 08/23 08/23 - 08/26	2038
Gonzalez, Ivelisse	Secretary	People Committee	2	05/18 - 04/21 04/21 - 04/24 <i>Resigned 04/24</i>	
Kendall, Michael	Trustee	Governance and Compensation	5	04/10 - 04/13 04/13 - 04/16 04/16 - 04/19	2031

		on; Developmen t (Chair)		04/19 - 04/22 04/22 - 04/25	
Ketterer, Paul	Treasure r	Finance and Facilities (Chair)	2	08/18 - 08/21 08/21 - 08/24	2039
Lim, Shenkiat	Trustee	People (Chair); Governance and Compensati on	3	08/17 - 08/20 08/20 - 08/23 08/23 - 08/26	2038
Pierre-Lo uis, Stephani e	Board Chair	Governance and Compensati on; Finance and Facilities	2	08/19 - 06/22 06/22 - 06/25	2040
Bergman , Eyal	Trustee	Teaching and Learning Committee (Chair)	1	11/21 - 11/24	2042
Paul Maleh	Trustee	People Committee	1	09/22 - 09/25	2043
Michael Gaburo	Trustee	Developmen t Committee	1	09/22 - 09/25	2043

[Board of Trustee and Committee Meeting Notices](#)

D. Additional Required Information

Facilities

Address	Dates of Occupancy
90 High Rock Street	8/15/2012 - Current

Lynn, MA 01902	
20 Wheeler Street Lynn, MA 01902	8/15/2019 - Current

Enrollment

Action	2023-2024 School Year Date(s)
Student Application Deadline	2/14/2025
Lottery	3/3/2025 - 3/7/2025

E. Complaints

KIPP Academy Lynn Charter School did not receive any complaints in the 2023-2024 school year.

Link to Board of Trustees: <https://kippma.org/board-of-trustees/>