

KIPP NORTH PHILADELPHIA CS

2539 N. 16th Street

CSI Comprehensive Plan | 2023 - 2026

MISSION STATEMENT

Together with families and communities, we create joyful, academically excellent schools that prepare students to pursue the paths they choose—college, career, and beyond—so they can lead fulfilling lives and build a more just world.

VISION STATEMENT

Our vision is to achieve our mission at a critical mass – thereby reinvigorating public education in this city through the performance of our students and schools and the leadership of our educators.

EDUCATIONAL VALUE STATEMENTS

STUDENTS

Our core values include: Children First: We do what is best for our children, always. Our focus is on the whole child – their well-being, their environment, and their needs. Ownership: We are responsible for the outcomes of our children. We keep our commitments, meet challenges with solutions, and ask for help when we need it. Cultural Competence: We operate with self-awareness and seek to understand first. We show up as our authentic selves and make space for others to do the same, naming and disrupting inequity everywhere we go. Community: We are more powerful together. We actively build our relationships by communicating with candor, care, and respect.

STAFF

Our core values include: Children First: We do what is best for our children, always. Our focus is on the whole child – their well-being, their environment, and their needs. Ownership: We are responsible for the outcomes of our children. We keep our commitments, meet challenges with solutions, and ask for help when we need it. Cultural Competence: We operate with self-awareness and seek to understand first. We show up as our authentic selves and make space for others to do the same, naming and disrupting inequity everywhere we go. Community: We are more powerful together. We actively build our relationships by communicating with candor, care, and respect.

ADMINISTRATION

Our core values include: Children First: We do what is best for our children, always. Our focus is on the whole child – their well-being, their environment, and their needs. Ownership: We are responsible for the outcomes of our children. We keep our commitments, meet challenges with solutions, and ask for help when we need it. Cultural Competence: We operate with self-awareness and seek to understand first. We show up as our authentic selves and make space for others to do the same, naming and disrupting inequity everywhere we go. Community: We are more powerful together. We actively build our relationships by communicating with candor, care, and respect.

PARENTS

Our core values include: Children First: We do what is best for our children, always. Our focus is on the whole child – their well-being, their

environment, and their needs. Ownership: We are responsible for the outcomes of our children. We keep our commitments, meet challenges with solutions, and ask for help when we need it. Cultural Competence: We operate with self-awareness and seek to understand first. We show up as our authentic selves and make space for others to do the same, naming and disrupting inequity everywhere we go. Community: We are more powerful together. We actively build our relationships by communicating with candor, care, and respect.

COMMUNITY

Our core values include: Children First: We do what is best for our children, always. Our focus is on the whole child – their well-being, their environment, and their needs. Ownership: We are responsible for the outcomes of our children. We keep our commitments, meet challenges with solutions, and ask for help when we need it. Cultural Competence: We operate with self-awareness and seek to understand first. We show up as our authentic selves and make space for others to do the same, naming and disrupting inequity everywhere we go. Community: We are more powerful together. We actively build our relationships by communicating with candor, care, and respect.

STEERING COMMITTEE

Name	Position	Building/Group
Tracy MacArthur	MD of Operations	KIPP
Ben Speicher	Principal	KNPA
Molly Eigen	Chief Academics Officer	KIPP
Michael MacArthur	Sr. Dir of Data & Assessment	KIPP
Samantha Wilson Jones	Board	KNPA
Nadirah McCauley	Parent	KNPA
Irene Lovette Kennedy	Parent	KNPA
Akyrah Hicks	Teacher	KNPA
Alison Marcus	Teacher	KNPA
Shelley Vail-Smith	Other	Mass Insight
Chris Jones	Administrator	KNPA
Melissa Poorman	Administrator	KNPA
Atiya Meyers	Community Member	KNPA

Name

Position

Building/Group

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
KNPA needs to address the unfinished learning that occurred during the COVID-19 pandemic. To address the low student outcomes in math, reading and student attendance, KNPA will implement a more comprehensive MTSS system that includes student assessment and analysis, teacher support, Tier I curriculum reinforcements and Tier II & Tier III interventions.	English Language Arts Mathematics Regular Attendance
KNPA needs to address the unfinished learning that occurred during the COVID-19 pandemic. To address the low student outcomes in math and reading KNPA will improve teacher practice by implementing Professional Learning Communities to improve content knowledge, strengthen instructional practices, and build strong staff relationships to maintain staff retention.	English Language Arts Mathematics

ACTION PLAN AND STEPS

Evidence-based Strategy
MTSS
Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
ELA - MTSS	By June 2026, 24% of 3-6 grades students will score proficient or higher on the PSSA ELA Assessment.
Attendance - MTSS	By June 30, 2026, 60% of students will demonstrate regular attendance.
Math - MTSS	By June 2026, 15% of 3-6 grades students will score proficient or higher on the PSSA Math Assessment.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
KNPA Assistant Principals will provide professional development and coach teachers around tiered instruction and intervention.	2023-08-01 - 2026-06-15	Principal	\$161,773.00 has been allocated for teacher coach salaries and an additional \$68,435.00 for teacher coach benefits.
ELA: Focus on improving Tier I ELA instruction	2023-08-01 - 2026-06-16	Principal/Assistant Principal	Curriculum - Tier I
KNPA will have co teachers in grades K-1 to provide more targeted instruction according to student data.	2023-08-01 - 2026-06-15	Principal	At KNPA, KIPP has allocated \$187,927.00 for teacher salaries and an additional \$47,056.00 for teacher benefits.
ELA: Provide direct and explicit comprehensive strategy instruction using CKLA knowledge.	2023-08-30 - 2026-06-16	Principal	Curriculum - CKLA
ELA: Assess all students using NWEA MAP assessment 3x a year to determine individual need and progress.	2023-08-01 - 2026-06-16	Sr. Director of Assessment	NWEA, chromebooks

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
ELA: Implement small group ELA instruction	2023-08-30 - 2026-06-16	Assistant Principal	Student data reports
ELA: Identify Tier III ELA students	2023-08-30 - 2026-06-16	Assistant Principal of Student Services	MTSS tracker Student data reports
ELA: Assign case managers to Tier III ELA students	2023-08-30 - 2026-06-16	Assistant Principal of Student Services	MTSS Tracker Student data reports
ELA: Provide Tier 3 intervention for students	2023-08-30 - 2026-06-16	Assistant Principal of Student Services	Curriculum- Tier III
Math: Implement Eureka Squared curriculum in grades 5-6 for Tier I instruction.	2023-08-30 - 2026-06-16	Assistant Principal (5-6)	Eureka Curriculum
Math: Provide coaching for teachers on math instruction in grades K-6 to provide more targeted instruction according to student data.	2023-08-30 - 2026-06-16	Principal	Student data reports Teacher observations
Math: Assess all students using NWEA MAP assessment 3x a year to determine individual need and progress.	2023-08-30 - 2026-06-16	Sr. Dir of Assessment	NWEA Map, chromebooks
Math: Implement small group math instruction to provide instructional interventions.	2023-08-30 - 2026-06-16	Assistant Principal	Curriculum, schedule

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Math: Identify Tier III Math students in grades K-6.	2023-08-30 - 2026-06-16	Assistant Principal of Student Services	MTSS Tracker Student data reports
Math: Assign case managers to Tier III Math students	2023-08-30 - 2026-06-16	Assistant Principal of Student Services	MTSS Tracker Student data reports
Math: Provide Tier 3 intervention for students	2023-08-30 - 2026-06-16	Assistant Principal of Student Services	MTSS Tracker Student data reports
Attendance: Engage parents and students in the importance of coming to school everyday.	2023-08-30 - 2026-06-16	Principal	
Attendance: Monitor attendance data and interventions through monthly attendance data meetings.	2023-08-30 - 2026-06-16	Director of Operations	Dean's List Student Data reports
Attendance: Identify Tier III Attendance students.	2023-08-30 - 2026-06-16	Director of Operations	MTSS Tracker Student Data reports
Attendance: Assign case managers to manage interventions to Tier III Attendance students.	2023-08-30 - 2026-06-16	Director of Operations	MTSS Tracker
Attendance: Assemble a team in the fall to further develop an attendance plan.	2023-08-30 - 2026-06-16	MD of Regional Operations	

Anticipated Outcome

PD agendas, school calendar, coaching tracker, PD slide decks, data reports, data protocol, MTSS data tracker

Monitoring/Evaluation

MTSS Tracker - 2x year Teacher Observation Tracker Small Group observations

Evidence-based Strategy

Professional Learning Communities

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
ELA - PLC	By June 2026, 24% of 3-6 grades students will score proficient or higher on the PSSA ELA Assessment.
Math-PLC	By June 2026, 15% of 3-6 grades students will score proficient or higher on the PSSA Math Assessment.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Create Professional Learning Communities to provide space for teachers to collaborate, internalize lessons, and respond to data	2023-09-01 - 2026-06-16	Principal	
Develop a PD calendar	2023-09-01 - 2026-06-16	Head of Schools	

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
		(Principal Manager)	
Provide on-going coaching to teachers	2023-08-01 - 2026-06-16	Principal	Observation Tracker
Math content knowledge professional development for teachers and school leadership (Math)	2023-08-30 - 2026-06-16	Principal	Math Curriculum
Professional development on Eureka Squared (Math)	2023-08-30 - 2026-06-16	Principal	Eureka Math curriculum
Literacy assessment analysis reviewing DIBELS, MAP, and/or curriculum assessments completed at the time of review.	2023-08-30 - 2026-06-16	Head of Schools	Assessments
Provide three day New Teacher Orientation	2023-08-01 - 2026-06-16	CAO	
Provide two weeks of August professional development	2023-08-01 - 2026-06-16	CAO	
Mass Insight will provide two implementation specialist engagements each month (as directed by the Technical Assistance Plan).	2023-06-30 - 2024-06-30	Shelley Val-Smith/Principal	Mass Insight
School and district leaders will develop technical assistance plans with Mass Insight.	2023-06-30 - 2024-06-30	Shelley Val-Smith/Principal	Mass Insight

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Convene monthly monitoring meetings with the school/district leadership and Mi team members (monthly or quarterly) to support and monitor implementation and progress toward goals.	2023-08-01 - 2024-06-30	Shelley Val- Smith/Principal	Mass Insight

Anticipated Outcome
 PD agendas, school calendar, PD schedule, observation tracker, PD slide decks, data reports, data protocol

Monitoring/Evaluation
 Teacher observations (x3 a year), data analysis of student growth (x3 a year), New Teacher Orientation (August), Teacher August PD



PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 2026, 24% of 3-6 grades students will score proficient or higher on the PSSA ELA Assessment. (ELA - PLC)	Professional Learning Communities	Math content knowledge professional development for teachers and school leadership (Math)	08/30/2023 - 06/16/2026

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 2026, 24% of 3-6 grades students will score proficient or higher on the PSSA ELA Assessment. (ELA - PLC)	Professional Learning Communities	Professional development on Eureka Squared (Math)	08/30/2023 - 06/16/2026
By June 2026, 15% of 3-6 grades students will score proficient or higher on the PSSA Math Assessment. (Math-PLC)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 2026, 24% of 3-6 grades students will score proficient or higher on the PSSA ELA Assessment. (ELA - PLC)	Professional Learning Communities	Provide three day New Teacher Orientation	08/01/2023 - 06/16/2026
By June 2026, 15% of 3-6 grades students will score proficient or higher on the PSSA Math Assessment. (Math-PLC)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 2026, 24% of 3-6 grades students will score proficient or higher on the PSSA ELA Assessment. (ELA - PLC)	Professional Learning Communities	Provide two weeks of August professional development	08/01/2023 - 06/16/2026
By June 2026, 15% of 3-6 grades students will score proficient or higher on the PSSA Math Assessment. (Math-PLC)			

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

Assurance of Quality and Accountability

The Building Administrator, Superintendent/Chief Executive Officer and President of the School Board will affirm the following statements.

We affirm that our school has developed a School Improvement Plan based upon a thorough review of the essential practices to advance educational programs and processes and improve student achievement.

We affirm that the action plans that we will be implementing address our specific school needs, include strategies that provide educational opportunities and instructional strategies for all students and each of the student groups, increases the amount and quality of learning time, and provides equity in the curriculum which may include programs, activities, and courses necessary to provide a well-rounded education. These plans address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

We, the undersigned, hereby certify that the school level plan has been duly reviewed by the Building Administrator, Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure that this plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements**
- Includes **at least one evidence-based strategy that meets one of the three highest levels of evidence outlined in ESSA**
- Has a **high probability of improving student outcomes**
- Has sufficient **LEA leadership and support to ensure successful implementation**

With this Assurance of Quality & Accountability, we request the Pennsylvania Department of Education grant formal approval to implement this plan.

Signature (Entered Electronically and must have access to web application).

Chief School Administrator

School Improvement Facilitator Signature

Building Principal Signature

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

All Student Group Meets Interim Goal/Improvement Target in proficiency in English Language Arts and Literature.

English Language Arts/Literature: All Student Group Exceeds the Standard Demonstrating Growth

All Student Group Meets Interim Goal/Improvement Target in proficiency in English Language Arts and Literature.

Strength: 16% in grades K-2 of students started the 2021-22 school year at Benchmark on the Dynamic Indicators of Basic Early Literacy Skills assessment. That increased to 36% by the Spring of 2021-22. In the most recent school year (22-23) 22% of students in grade K-2 started the school year at Benchmark. That increased to

Challenges

All Student Group Did Not Meet the Standard Demonstrating Growth in Math.

All Student Group Did Not Meet the Standard Demonstrating Growth in Science and Biology.

Regular Attendance: All Student Group Did Not Meet Performance Standard

All Student Group Did Not Meet the Standard Demonstrating Growth in Math.

All Student Group Did Not Meet the Standard Demonstrating Growth in Science and Biology.

Strengths

29% by the mid year administration of the Dynamic Indicators of Basic Early Literacy Skills assessment. How it can be leveraged: The increase in the percent of students on benchmark was a product of a comprehensive approach to strengthen our early literacy instruction and align with the best Science of Reading research. All teachers in K-2 continue to engage with evidence-based professional development program called LETRS. We also implemented science based early literacy curricula including Wilson's Foundations, Amplify's GEODES, and Heggerty Phonemic Awareness. We expect to continue to see increased growth and achievement as teachers become more skilled at executing this curricula and using data to drive instructional decisions.

Strength: In the Spring Administration of School Year 21-22, 33% of students met their typical growth goals in grades K-8. This was up from 19% in the spring of school year 20-21. In the most recent school year growth continued to increase with 39% of students meeting Fall to winter typical growth goals in the Winter Administration of School year 22-23.

How it Can Be Leveraged: In the SY 21-22 and 22-23 school year KNCS put into place several evidence-based techniques that supported this increase in growth including using ESSR funds to:

1. Provide tutoring to at risk students in math.
2. Increase Ed-teach engagement in evidence-based platforms such as ST Math, Zearn, and IXL
3. Used Eureka Equip to diagnose student needs at the outset of each Module and provide just-in-time supports to

Challenges

Challenge: On the Winter 2019 MAP administration 30% were on grade level at the time of the test; by the Spring of 21-22 only 17% of students were on grade level in grades K-4. In the most recent school year administration (Winter SY 22-23 K-5) the percent of students on grade level remained at 17%. Observations: The negative impact caused by COVID-19 related disruptions on schools is well documented. KNCS was not immune to these negative impacts. Student achievement declined in in 2020-21 school year when most students spent the year learning from home. In SY 2021-22 students returned to in person learning for the majority of the year but COVID disruptions continued keeping teachers and students home from school, and exposing students to COVID related trauma. Despite these disruptions more students demonstrated typical growth in SY 2021-22 and for students who did not hit their typical growth goals, the pace of learning loss declined. As written above in SY 22-23 the percent of students hitting typical growth continued to rebound, but we have not yet seen the impact of this on achievement. We are going to continue to focus on strengthening evidence based early literacy practices in K-2 and the application of the Wonders curriculum in grades 3-4 in the hopes that this upward trend in growth will continue.

Challenge: Due to Covid-19, KNPA almost 60% percent of students attended less than 90% of days for both the 2020-21 and 2021-22 school year. The connection between strong attendance and academic success is well documented. Despite KNPA

Strengths

accelerate student learning. The increase in growth we are seeing is likely tied to the implementation of these techniques.

In 3rd and 4th grades students are spending more time reading, discussing, and writing about non-fiction texts. This increased emphasis on nonfiction texts has contributed to higher mastery in science.

KNPA has hired a dedicated science teacher for grades K-4 for the 2021-22 school year.

KNPA has invested in the Amplify science curriculum including digital materials.

We have been working with our KIPP Through College and Career Team (KTC&C) to develop stronger and vertically aligned career readiness scope and sequences for grades 3-12. This aligns to our work to include career support in addition to college guidance for our KIPP alumni.

Initial MAP data shows that students are growing in both math and reading, meeting growth goals, although many of our students started below grade level.

All Student Group Meets Interim Goal/Improvement Target in Math.

All Student Group Meets Interim Goal/Improvement Target in

Challenges

working to increase attendance in the 2022-23 school year, attendance continues to be a challenge. The percent of students attending 90% or more days has not yet increased. This continues to inhibit stronger academic performance.

On the Winter 2019 MAP administration, 30% of students were on grade level at the time of the test; by the Spring of 21-22 only 17% of students were on grade level in grades K-4. In the most recent school year administration (Winter SY 22-23 K-5) the percent of students on grade level remained at 17%. Observations: The negative impact caused by COVID-19 related disruptions on schools is well documented. KNCS was not immune to these negative impacts. Student achievement declined in in 2020-21 school year when most students spent the year learning from home. In SY 2021-22 students returned to in person learning for the majority of the year but COVID disruptions continued to keep teachers and students home from school, exposing students to COVID related trauma. Despite these disruptions more students demonstrated typical growth in SY 2021-22, and for students who did not hit their typical growth goals, the pace of learning loss declined. As written above in SY 22-23 the percent of students hitting typical growth continued to go up but we have not yet seen the impact of this on achievement. In addition to the strategies that led to the increase in growth we are going to pilot a new and improved version of the PA Core aligned curriculum Eureka Math Squared in 5th and 6th grade. It is our hope that implementing this enhanced curriculum will build on the success

Strengths

proficiency in English Language Arts and Literature.

All Student Group Meets Interim Goal/Improvement Target in Math.

Strength: NWEA MAP ELA Assessment - Growth In the Spring Administration of School Year 21-22, 23% of students met their typical growth goals in grades K-4; this was down significantly from pre-pandemic levels of growth (48% of students met their growth goals on the Winter 2019 MAP administration). In the most recent school year growth has begun to rebound. 35% of students met Fall to winter typical growth goals in the Winter Administration of School year 22-23 in goals K-5. How it can be leveraged: One of the drivers of the increase in the percent of students meeting their growth goal was the implementation of a new curriculum in grades 3 and 4 called Wonders. The KNCS teachers and their coaches participated in professional development with other teachers and leaders from the 2 other KPPS elementary schools. This professional learning community (PLC) gave each other feedback on how they were implementing the curriculum.

Over the last two years, we've closely aligned our curriculum in science, math and ELA to PA Core standards and state assessments.

We've ensured that our assessment suite provides clear aligned

Challenges

we are already seeing.

Challenge: Due to Covid-19, KNPA almost 60% percent of students attended less then 90% of days for both the 2020-21 and 2021-22 school year. The connection between strong attendance and academic success is well documented. Despite KNPA working to increase attendance in the 2022-23 school year, attendance continues to be a challenge. The percent of students attending 90% or more days has not yet increased. This continues to inhibit stronger academic performance.

The negative impact caused by COVID-19 related disruptions on schools is well documented. KNCS was not immune to these negative impacts. Student achievement declined in in 2020-21 school year when most students spent the year learning from home. In SY 2021-22 students returned to in person learning for the majority of the year but COVID disruptions continued to keep teachers and students home from school, exposing students to COVID related trauma. Despite these disruptions more students demonstrated typical growth in SY 2021-22 and for students who did not hit their typical growth goals, the pace of learning loss declined.

Challenge: Due to Covid-19, KNPA almost 60% percent of students attended less then 90% of days for both the 2020-21 and 2021-22 school year. The connection between strong attendance and academic success is well documented. Despite KNPA

Strengths

data to allow for differentiated instruction and information to prioritize reteaching content and subgroups of students.

We've ensured a frequent and consistent structure to provide teachers with weekly instructional feedback on their planning and execution.

We've implemented intensive leadership development for principals, assistant principals and teacher leaders to build skill, mindset and best practices.

For students with IEPs, 63% of students are at basic in PSSA Science.

As KNPA continues to expand grade levels, the school is able to collect data. For instance, in 2021, KNPA was a K-3 school, thus only providing data on 3rd grade. For 2022, KNPA was a K-4 school, thus providing data on 3rd and 4th graders.

Challenges

working to increase attendance in the 2022-23 school year, attendance continues to be a challenge. The percent of students attending 90% or more days has not yet increased. This continues to inhibit stronger academic performance.

The percent advanced is below the statewide average.

All Student Group Did Not Meet the Standard Demonstrating Growth in Math.

All Student Group Did Not Meet the Standard Demonstrating Growth in Science and Biology.

The percent advanced is below the statewide average.

We did not have a centralized way to track career tasks completions. Teachers were tracking on a class by class basis, so it was difficult to determine which students needed to complete assignments or if new students needed to make up assignments. A new centralized system was created in 2019-20 to make tracking and intervention easier and more efficient.

Due to Covid-19, KIPP North has experienced higher levels of absent students. Thirty percent of students were listed as chronically absent.

As a growing school, we are adding an additional grade and 100 students each year. This means that leadership and teachers need

Challenges

to adopt and internalize the new grade levels standards and curriculum.

Only 30% of students are on grade level in both math and reading by the Winter MAP assessment in 2019-20. We have to address the unfinished learning that led to a 10 percentile drop in both math and reading between Winter 2020 to Winter 2021.

~50% of our students met growth goals by the winter assessment in both math and reading, which means that 50% were not on track to make typical growth for the year.

Due to Covid-19 KIPP Schools remained virtual from August 2020 until March 2021. This resulted in numerous challenges including attendance and testing. Data shows that students decreased 10 percentage points in both math and reading.

We need to further strengthen our teacher professional development to build teacher skill in a faster and more targeted way, especially with the unfinished learning that occurred during the pandemic. Teachers will need to be able to drive accelerated learning and implement just in time prerequisite skill development to address the learning that was disrupted.

If we improve teacher professional development, our teachers will increase student achievement more rapidly.

Eighty six percent of students with IEPs are below basic in Math.

Challenges

Fifty five percent of students with IEPs are below basic in ELA.

Most Notable Observations/Patterns

Only 22.3% of all students score proficient or better on the 2021-2022 PSSA Math assessment; 13.1% of students were proficient or better in reading and less than 60% of students were regularly attending school. The school's overall needs assessment and root cause analysis showed the absence of a clear tiered system of intervention for academics and attendance. The primary strategies to address these areas are implementing an MTSS system. To implement an effective MTSS system, KNPA has hired Assistant Principals to coach teachers on instruction, hired co-teachers in grades K-1, planned for student and family engagement on attendance, will monitor data for attendance, math and reading including MTSS tiers II & III, will assign case managers or Tier III interventions (math, reading, and attendance), create a school schedule for small group instruction (math and reading), set a focus on improving tier I instruction (math and reading), and set a structure for NWEA map assessments x3 a year. Only 22.3% of all students score proficient or better on the 2021-2022 PSSA Math assessment, 13.1% of students were proficient or better in reading and less than 60% of students were regularly attending school. The school's overall needs assessment and root cause analysis showed the absence of on-grade level planning and the need for support for high-quality implementation of effective teaching strategies. The primary strategies to address these areas are establishing effective PLC routines focused on improved planning and instructional coaching to promote increased academic outcomes for all students, as well as underserved groups. To establish effective PLC routines, a three-day New Teacher Orientation has been planned, two weeks of August Teacher professional development has been scheduled, Assistant Principals have been hired to provide on-going coaching to teachers, a PD plan will be developed, and PLCs will receive time for math content knowledge professional development, professional development on Eureka Squared (Math), literacy assessment analysis reviewing DIBELS, MAP, and/or curriculum assessments.

Challenges	Discussion Point	Priority for Planning
<p>Only 30% of students are on grade level in both math and reading by the Winter MAP assessment in 2019-20. We have to address the unfinished learning that led to a 10 percentile drop in both math and reading between Winter 2020 to Winter 2021.</p>	<p>Due to Covid-19 KIPP Schools remained virtual from August 2020 until March 2021. This resulted in numerous challenges including attendance and testing. KNPA saw a 10 percent drop in math and reading scores. Thirty percent of KNPA students were marked as chronic absents, meaning they missed school for 18 or more days.</p>	<p>✓</p>
<p>~50% of our students met growth goals by the winter assessment in both math and reading, which means that 50% were not on track to make typical growth for the year.</p>		
<p>We need to further strengthen our teacher professional development to build teacher skill in a faster and more targeted way, especially with the unfinished learning that occurred during the pandemic. Teachers will need to be able to drive accelerated learning and implement just in time prerequisite skill development to address the learning that was disrupted.</p>		<p>✓</p>

ADDENDUM B: ACTION PLAN

Action Plan: MTSS

Action Steps	Anticipated Start/Completion Date
KNPA Assistant Principals will provide professional development and coach teachers around tiered instruction and intervention.	08/01/2023 - 06/15/2026

Monitoring/Evaluation	Anticipated Output
MTSS Tracker - 2x year Teacher Observation Tracker Small Group observations	PD agendas, school calendar, coaching tracker, PD slide decks, data reports, data protocol, MTSS data tracker

Material/Resources/Supports Needed	PD Step	Comm Step
\$161,773.00 has been allocated for teacher coach salaries and an additional \$68,435.00 for teacher coach benefits.	no	no

Action Steps**Anticipated Start/Completion Date**

ELA: Focus on improving Tier I ELA instruction

08/01/2023 - 06/16/2026

Monitoring/Evaluation**Anticipated Output**MTSS Tracker - 2x year Teacher Observation Tracker
Small Group observations

PD agendas, school calendar, coaching tracker, PD slide decks, data reports, data protocol, MTSS data tracker

Material/Resources/Supports Needed**PD Step****Comm Step**

Curriculum - Tier I

no

no



Action Steps**Anticipated Start/Completion Date**

KNPA will have co teachers in grades K-1 to provide more targeted instruction according to student data.

08/01/2023 - 06/15/2026

Monitoring/Evaluation**Anticipated Output**

MTSS Tracker - 2x year Teacher Observation Tracker
Small Group observations

PD agendas, school calendar, coaching tracker, PD slide decks, data reports, data protocol, MTSS data tracker

Material/Resources/Supports Needed**PD Step****Comm Step**

At KNPA, KIPP has allocated \$187,927.00 for teacher salaries and an additional \$47,056.00 for teacher benefits.

no

no



Action Steps**Anticipated Start/Completion Date**

ELA: Provide direct and explicit comprehensive strategy instruction using CKLA knowledge.

08/30/2023 - 06/16/2026

Monitoring/Evaluation**Anticipated Output**

MTSS Tracker - 2x year Teacher Observation Tracker
Small Group observations

PD agendas, school calendar, coaching tracker, PD slide decks, data reports, data protocol, MTSS data tracker

Material/Resources/Supports Needed**PD Step****Comm Step**

Curriculum - CKLA

no

no



Action Steps**Anticipated Start/Completion Date**

ELA: Assess all students using NWEA MAP assessment 3x a year to determine individual need and progress.

08/01/2023 - 06/16/2026

Monitoring/Evaluation**Anticipated Output**

MTSS Tracker - 2x year Teacher Observation Tracker
Small Group observations

PD agendas, school calendar, coaching tracker, PD slide decks, data reports, data protocol, MTSS data tracker

Material/Resources/Supports Needed**PD Step****Comm Step**

NWEA, chromebooks

no

no



Action Steps**Anticipated Start/Completion Date**

ELA: Implement small group ELA instruction

08/30/2023 - 06/16/2026

Monitoring/Evaluation**Anticipated Output**MTSS Tracker - 2x year Teacher Observation Tracker
Small Group observations

PD agendas, school calendar, coaching tracker, PD slide decks, data reports, data protocol, MTSS data tracker

Material/Resources/Supports Needed**PD Step****Comm Step**

Student data reports

no

no



Action Steps**Anticipated Start/Completion Date**

ELA: Identify Tier III ELA students

08/30/2023 - 06/16/2026

Monitoring/Evaluation**Anticipated Output**MTSS Tracker - 2x year Teacher Observation Tracker
Small Group observations

PD agendas, school calendar, coaching tracker, PD slide decks, data reports, data protocol, MTSS data tracker

Material/Resources/Supports Needed**PD Step****Comm Step**

MTSS tracker Student data reports

no

no

Action Steps**Anticipated Start/Completion Date**

ELA: Assign case managers to Tier III ELA students

08/30/2023 - 06/16/2026

Monitoring/Evaluation**Anticipated Output**MTSS Tracker - 2x year Teacher Observation Tracker
Small Group observations

PD agendas, school calendar, coaching tracker, PD slide decks, data reports, data protocol, MTSS data tracker

Material/Resources/Supports Needed**PD Step****Comm Step**

MTSS Tracker Student data reports

no

no



Action Steps**Anticipated Start/Completion Date**

ELA: Provide Tier 3 intervention for students

08/30/2023 - 06/16/2026

Monitoring/Evaluation**Anticipated Output**MTSS Tracker - 2x year Teacher Observation Tracker
Small Group observations

PD agendas, school calendar, coaching tracker, PD slide decks, data reports, data protocol, MTSS data tracker

Material/Resources/Supports Needed**PD Step****Comm Step**

Curriculum- Tier III

no

no



Action Steps**Anticipated Start/Completion Date**

Math: Implement Eureka Squared curriculum in grades 5-6 for Tier I instruction.

08/30/2023 - 06/16/2026

Monitoring/Evaluation**Anticipated Output**

MTSS Tracker - 2x year Teacher Observation Tracker
Small Group observations

PD agendas, school calendar, coaching tracker, PD slide decks, data reports, data protocol, MTSS data tracker

Material/Resources/Supports Needed**PD Step****Comm Step**

Eureka Curriculum

no

no



Action Steps**Anticipated Start/Completion Date**

Math: Provide coaching for teachers on math instruction in grades K-6 to provide more targeted instruction according to student data.

08/30/2023 - 06/16/2026

Monitoring/Evaluation**Anticipated Output**

MTSS Tracker - 2x year Teacher Observation Tracker
Small Group observations

PD agendas, school calendar, coaching tracker, PD slide decks, data reports, data protocol, MTSS data tracker

Material/Resources/Supports Needed**PD Step****Comm Step**

Student data reports Teacher observations

no

no



Action Steps**Anticipated Start/Completion Date**

Math: Assess all students using NWEA MAP assessment 3x a year to determine individual need and progress.

08/30/2023 - 06/16/2026

Monitoring/Evaluation**Anticipated Output**

MTSS Tracker - 2x year Teacher Observation Tracker
Small Group observations

PD agendas, school calendar, coaching tracker, PD slide decks, data reports, data protocol, MTSS data tracker

Material/Resources/Supports Needed**PD Step****Comm Step**

NWEA Map, chromebooks

no

no



Action Steps**Anticipated Start/Completion Date**

Math: Implement small group math instruction to provide instructional interventions.

08/30/2023 - 06/16/2026

Monitoring/Evaluation**Anticipated Output**

MTSS Tracker - 2x year Teacher Observation Tracker
Small Group observations

PD agendas, school calendar, coaching tracker, PD slide decks, data reports, data protocol, MTSS data tracker

Material/Resources/Supports Needed**PD Step****Comm Step**

Curriculum, schedule

no

no



Action Steps**Anticipated Start/Completion Date**

Math: Identify Tier III Math students in grades K-6.

08/30/2023 - 06/16/2026

Monitoring/Evaluation**Anticipated Output**MTSS Tracker - 2x year Teacher Observation Tracker
Small Group observations

PD agendas, school calendar, coaching tracker, PD slide decks, data reports, data protocol, MTSS data tracker

Material/Resources/Supports Needed**PD Step****Comm Step**

MTSS Tracker Student data reports

no

no



Action Steps**Anticipated Start/Completion Date**

Math: Assign case managers to Tier III Math students

08/30/2023 - 06/16/2026

Monitoring/Evaluation**Anticipated Output**MTSS Tracker - 2x year Teacher Observation Tracker
Small Group observations

PD agendas, school calendar, coaching tracker, PD slide decks, data reports, data protocol, MTSS data tracker

Material/Resources/Supports Needed**PD Step****Comm Step**

MTSS Tracker Student data reports

no

no



Action Steps**Anticipated Start/Completion Date**

Math: Provide Tier 3 intervention for students

08/30/2023 - 06/16/2026

Monitoring/Evaluation**Anticipated Output**MTSS Tracker - 2x year Teacher Observation Tracker
Small Group observations

PD agendas, school calendar, coaching tracker, PD slide decks, data reports, data protocol, MTSS data tracker

Material/Resources/Supports Needed**PD Step****Comm Step**

MTSS Tracker Student data reports

no

no



Action Steps**Anticipated Start/Completion Date**

Attendance: Engage parents and students in the importance of coming to school everyday.

08/30/2023 - 06/16/2026

Monitoring/Evaluation**Anticipated Output**

MTSS Tracker - 2x year Teacher Observation Tracker
Small Group observations

PD agendas, school calendar, coaching tracker, PD slide decks, data reports, data protocol, MTSS data tracker

Material/Resources/Supports Needed**PD Step****Comm Step**

no

yes



Action Steps**Anticipated Start/Completion Date**

Attendance: Monitor attendance data and interventions through monthly attendance data meetings.

08/30/2023 - 06/16/2026

Monitoring/Evaluation**Anticipated Output**

MTSS Tracker - 2x year Teacher Observation Tracker
Small Group observations

PD agendas, school calendar, coaching tracker, PD slide decks, data reports, data protocol, MTSS data tracker

Material/Resources/Supports Needed**PD Step****Comm Step**

Dean's List Student Data reports

no

no



Action Steps**Anticipated Start/Completion Date**

Attendance: Identify Tier III Attendance students.

08/30/2023 - 06/16/2026

Monitoring/Evaluation**Anticipated Output**MTSS Tracker - 2x year Teacher Observation Tracker
Small Group observations

PD agendas, school calendar, coaching tracker, PD slide decks, data reports, data protocol, MTSS data tracker

Material/Resources/Supports Needed**PD Step****Comm Step**

MTSS Tracker Student Data reports

no

no



Action Steps**Anticipated Start/Completion Date**

Attendance: Assign case managers to manage interventions to Tier III Attendance students.

08/30/2023 - 06/16/2026

Monitoring/Evaluation**Anticipated Output**

MTSS Tracker - 2x year Teacher Observation Tracker
Small Group observations

PD agendas, school calendar, coaching tracker, PD slide decks, data reports, data protocol, MTSS data tracker

Material/Resources/Supports Needed**PD Step****Comm Step**

MTSS Tracker

no

no



Action Steps

Anticipated Start/Completion Date

Attendance: Assemble a team in the fall to further develop an attendance plan.

08/30/2023 - 06/16/2026

Monitoring/Evaluation

Anticipated Output

MTSS Tracker - 2x year Teacher Observation Tracker
Small Group observations

PD agendas, school calendar, coaching tracker, PD slide decks, data reports, data protocol, MTSS data tracker

Material/Resources/Supports Needed

PD Step

Comm Step

no

no

Action Plan: Professional Learning Communities

Action Steps**Anticipated Start/Completion Date**

Create Professional Learning Communities to provide space for teachers to collaborate, internalize lessons, and respond to data

09/01/2023 - 06/16/2026

Monitoring/Evaluation**Anticipated Output**

Teacher observations (x3 a year), data analysis of student growth (x3 a year), New Teacher Orientation (August), Teacher August PD

PD agendas, school calendar, PD schedule, observation tracker, PD slide decks, data reports, data protocol

Material/Resources/Supports Needed**PD Step****Comm Step**

no

no



Action Steps**Anticipated Start/Completion Date**

Develop a PD calendar

09/01/2023 - 06/16/2026

Monitoring/Evaluation**Anticipated Output**

Teacher observations (x3 a year), data analysis of student growth (x3 a year), New Teacher Orientation (August), Teacher August PD

PD agendas, school calendar, PD schedule, observation tracker, PD slide decks, data reports, data protocol

Material/Resources/Supports Needed**PD Step****Comm Step**

no

no



Action Steps**Anticipated Start/Completion Date**

Provide on-going coaching to teachers

08/01/2023 - 06/16/2026

Monitoring/Evaluation**Anticipated Output**

Teacher observations (x3 a year), data analysis of student growth (x3 a year), New Teacher Orientation (August), Teacher August PD

PD agendas, school calendar, PD schedule, observation tracker, PD slide decks, data reports, data protocol

Material/Resources/Supports Needed**PD Step****Comm Step**

Observation Tracker

no

no



Action Steps**Anticipated Start/Completion Date**

Math content knowledge professional development for teachers and school leadership (Math)

08/30/2023 - 06/16/2026

Monitoring/Evaluation**Anticipated Output**

Teacher observations (x3 a year), data analysis of student growth (x3 a year), New Teacher Orientation (August), Teacher August PD

PD agendas, school calendar, PD schedule, observation tracker, PD slide decks, data reports, data protocol

Material/Resources/Supports Needed**PD Step****Comm Step**

Math Curriculum

yes

no



Action Steps**Anticipated Start/Completion Date**

Professional development on Eureka Squared (Math)

08/30/2023 - 06/16/2026

Monitoring/Evaluation**Anticipated Output**

Teacher observations (x3 a year), data analysis of student growth (x3 a year), New Teacher Orientation (August), Teacher August PD

PD agendas, school calendar, PD schedule, observation tracker, PD slide decks, data reports, data protocol

Material/Resources/Supports Needed**PD Step****Comm Step**

Eureka Math curriculum

yes

no



Action Steps**Anticipated Start/Completion Date**

Literacy assessment analysis reviewing DIBELS, MAP, and/or curriculum assessments completed at the time of review.

08/30/2023 - 06/16/2026

Monitoring/Evaluation**Anticipated Output**

Teacher observations (x3 a year), data analysis of student growth (x3 a year), New Teacher Orientation (August), Teacher August PD

PD agendas, school calendar, PD schedule, observation tracker, PD slide decks, data reports, data protocol

Material/Resources/Supports Needed**PD Step****Comm Step**

Assessments

no

no



Action Steps**Anticipated Start/Completion Date**

Provide three day New Teacher Orientation

08/01/2023 - 06/16/2026

Monitoring/Evaluation**Anticipated Output**

Teacher observations (x3 a year), data analysis of student growth (x3 a year), New Teacher Orientation (August), Teacher August PD

PD agendas, school calendar, PD schedule, observation tracker, PD slide decks, data reports, data protocol

Material/Resources/Supports Needed**PD Step****Comm Step**

yes

no



Action Steps**Anticipated Start/Completion Date**

Provide two weeks of August professional development

08/01/2023 - 06/16/2026

Monitoring/Evaluation**Anticipated Output**

Teacher observations (x3 a year), data analysis of student growth (x3 a year), New Teacher Orientation (August), Teacher August PD

PD agendas, school calendar, PD schedule, observation tracker, PD slide decks, data reports, data protocol

Material/Resources/Supports Needed**PD Step****Comm Step**

yes

no



Action Steps**Anticipated Start/Completion Date**

Mass Insight will provide two implementation specialist engagements each month (as directed by the Technical Assistance Plan).

06/30/2023 - 06/30/2024

Monitoring/Evaluation**Anticipated Output**

Teacher observations (x3 a year), data analysis of student growth (x3 a year), New Teacher Orientation (August), Teacher August PD

PD agendas, school calendar, PD schedule, observation tracker, PD slide decks, data reports, data protocol

Material/Resources/Supports Needed**PD Step****Comm Step**

Mass Insight

no

no



Action Steps**Anticipated Start/Completion Date**

School and district leaders will develop technical assistance plans with Mass Insight.

06/30/2023 - 06/30/2024

Monitoring/Evaluation**Anticipated Output**

Teacher observations (x3 a year), data analysis of student growth (x3 a year), New Teacher Orientation (August), Teacher August PD

PD agendas, school calendar, PD schedule, observation tracker, PD slide decks, data reports, data protocol

Material/Resources/Supports Needed**PD Step****Comm Step**

Mass Insight

no

no



Action Steps**Anticipated Start/Completion Date**

Convene monthly monitoring meetings with the school/district leadership and Mi team members (monthly or quarterly) to support and monitor implementation and progress toward goals.

08/01/2023 - 06/30/2024

Monitoring/Evaluation**Anticipated Output**

Teacher observations (x3 a year), data analysis of student growth (x3 a year), New Teacher Orientation (August), Teacher August PD

PD agendas, school calendar, PD schedule, observation tracker, PD slide decks, data reports, data protocol

Material/Resources/Supports Needed**PD Step****Comm Step**

Mass Insight

no

no



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 2026, 24% of 3-6 grades students will score proficient or higher on the PSSA ELA Assessment. (ELA - PLC)	Professional Learning Communities	Math content knowledge	08/30/2023 -
By June 2026, 15% of 3-6 grades students will score proficient or higher on the PSSA Math Assessment. (Math-PLC)		professional development for teachers and school leadership (Math)	06/16/2026
By June 2026, 24% of 3-6 grades students will score proficient or higher on the PSSA ELA Assessment. (ELA - PLC)	Professional Learning Communities	Professional development on	08/30/2023 -
By June 2026, 15% of 3-6 grades students will score proficient or higher on the PSSA Math Assessment. (Math-PLC)		Eureka Squared (Math)	06/16/2026
By June 2026, 24% of 3-6 grades students will score proficient or higher on the PSSA ELA Assessment. (ELA - PLC)	Professional Learning Communities	Provide three day New Teacher	08/01/2023 -
By June 2026, 15% of 3-6 grades students will score proficient or higher on the PSSA Math Assessment. (Math-PLC)		Orientation	06/16/2026
By June 2026, 24% of 3-6 grades students will score proficient or higher on the PSSA ELA Assessment. (ELA - PLC)	Professional Learning Communities	Provide two weeks of August	08/01/2023 -
By June 2026, 15% of 3-6 grades students will score proficient or higher on the PSSA Math Assessment. (Math-PLC)		professional development	06/16/2026

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Effective Strategies for Teaching Students with Disabilities	School Leadership Teams, regional Directors of Literacy and Math, Special Education leaders and teachers	Data Analysis tools for extracting and disaggregating data for students with IEPs Goal setting against baselines for students with IEPs

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
IEP goal baselines and targets are aligned to data available in current assessments School teams are able to disaggregate data for data analysis meetings Progress Monitoring data is measured and acted on periodically throughout the school year	08/01/2022 - 06/16/2026	Amanda Neill / Regional Managing Director of Student Supports

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
	Teaching Diverse Learners in Inclusive Settings

Professional Development Step	Audience	Topics of Prof. Dev
Language and Literacy Acquisition	Teachers	Topics will include Assessment Approach and Assessment Training, Special Ed Overview for all staff, SEL Approach Tools & Expectations, Rubric Overview Reminder, Internalization for Core Subject areas of ELA and Math, Setting up strong classroom culture, General Ed Tech Intro such as Google Classroom overview. There will also be a new grades 3-6 Guided Reading PD, basic background for teachers who have not previously received training in GR.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teachers will undergo MAP and DIBELS training, the spirit and purpose of SEL with an overview of SEL programming, approach and teacher responsibilities, review Rubric overview, and self paced online lessons. There will also be a focus on unit internalization for core subjects ELA and math.	08/08/2022 - 08/22/2026	Ben Speicher, Amanda Neil

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
	Language and Literacy Acquisition for All Students



Professional Development Step	Audience	Topics of Prof. Dev
Trauma Informed Training	Teachers and staff.	KIPP Philadelphia Public Schools will embody a Trauma-Informed Approach and support our students by training adults in three key areas: Safety, Connection & Regulation. KPPS will also devote time to review trauma and the brain, and co-regulation and de-escalation practices. Co-Regulation and De-Escalation are two strategies to positively respond to student expressions of stress & trauma and our continued practice of these strategies will improve our classroom and school culture.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
All school-based staff internalize the KPPS Trauma-Informed Approach Vision All school-based staff learn the TIA PD series scope & sequence for the year All school-based staff internalize the connection between TIA and LibEdu All school-based staff practice de-escalation technique	08/08/2022 - 09/19/2026	Social Worker, Amanda Neil Director of SPED

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
	Structured Literacy

ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
By June 2026, 24% of 3-6 grades students will score proficient or higher on the PSSA ELA Assessment. (ELA - MTSS)	MTSS	Attendance: Engage parents and students in the importance of coming to school everyday.	2023-08-30 - 2026-06-16
By June 30, 2026, 60% of students will demonstrate regular attendance. (Attendance - MTSS)			
By June 2026, 15% of 3-6 grades students will score proficient or higher on the PSSA Math Assessment. (Math - MTSS)			

COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Staff professional development	School Leadership teams, Teacher Coaches	Feedback from classroom observations, best practices and recommendations on effective teaching

Anticipated Timeframe

08/01/2022 - 06/16/2026

FrequencyVirtual/In-Person weekly to monthly
checkins**Delivery Method**

Presentation

Lead Person/Position

Principal

Communication Step

Virtual Learning and resources

Audience

Families and students

Topics/Message of Communication-Classroom expectations -Best practices for curricular
implementation -Social Emotional resources available**Anticipated Timeframe**

08/01/2022 - 06/16/2026

Frequency

Weekly/Monthly

Delivery MethodNewsletter
Email
Posting on district website**Lead Person/Position**

Principal

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Staff professional development	Inform teachers of the updated plan and their responsibilities to implement successfully	Presentation	Teachers and staff	August (yearly) and additional updates during the school year.
School to home communication via ParentSquare and posted on website	inform parents of resources to support their students	ParentSquare & Website	Parents and families	Trimesterly
Parent Teacher Conferences	Update on student progress and any adjustments in intervention plans	Conferences	Parents and Families	Trimesterly
Board of Trustee Meetings	Provide updates on plan implementation and success	Memo and report	BOT	BOT meetings occur throughout the school year.

