KIPP Philadelphia CS

ATSI Title 1 Comprehensive Plan | 2024 - 2027

Profile and Plan Essentials

LEA Type		AUN
Charter		126510013

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Address 2		

City	State	Zip Code
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Chief School Administrator		Chief School Administrator Email
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School Improvement Facilitator Name		School Improvement Facilitator Email
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Steering Committee

Name	Position/Role	Building/Group/Organization	Email
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Amy Saab	Parent	KIPP	kppsoperations@kipppphiladelphia.org
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LEA Profile

In 2003, KIPP Philadelphia Charter School (KPCS) opened with 90 fifth graders and one promise: that we would do whatever it takes to help our students climb the mountain to college. KIPP Philadelphia Charter School is a free, open-enrollment public charter school that currently serves 860 K-8 students. Each day students benefit from enrichment courses to reinforce their literacy and mathematic skills. Students are supplied with rich learning experiences through the exposure of diverse ideas and concepts. The culmination of these courses develops our students into well-rounded leaders equipped to serve their school and community.

KIPP believes that great teachers and school leaders, a supportive learning environment, an emphasis on academics, and embracing character are the foundation of student success. At KIPP, teachers, students, and families are united with the same goal: college and a choice-filled life. By providing a high-quality, college-preparatory education, students will be successful in the life path they choose.

Mission and Vision

Mission

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

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 Values

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.

Other (Optional)

Future Ready PA Index

Select the grade levels served by your school. Select all that apply.

| **True** K | **True** 1 | **True** 2 | **True** 3 | **True** 4 | **True** 5 | **True** 6 |
| **True** 7 | **True** 8 | **False** 9 | **False** 10 | **False** 11 | **False** 12 | |

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
English Language Arts/Literature All Student Group Meets the Standard Demonstrating Growth	For the SY 21-22, The Future Ready Index shows an Academic Growth Score of 78, above the statewide average growth score. Seventy-right percent of Black and African-American students are meet or exceeding the interim target goal, which is a slight decrease compared to previous years.
Mathematics/Algebra All Student Group Meets the Standard Demonstrating Growth	For the SY 21-22, The Future Ready Index shows an Academic Growth Score of 79, above the statewide average growth score. Seventy-nine percent of Black and African-American students have an increase in performance than in previous years, as well as 92 % of students with disabilities have an increase in performance than compared to the previous years.
Science/Biology All Student Group Meets the Standard Demonstrating Growth	For the SY 21-22, The Future Ready Index shows an Academic Growth Score of 76.5, above the statewide average growth score. Seventy-six percent of students Black and African American are meeting or exceeding the interim target, an increase than in previous years. Likewise 73% of students with disabilities are meeting of exceeding the interim target than in previous years.

Challenges

Indicator	Comments/Notable Observations
English Language Arts/Literature All Student Group Did Not Meet Interim Goal/Improvement Target	The percent proficient or advanced is 24.3%, lower than the statewide average. Twenty-three percent of students Black and African American are not meeting the interim target, which is an increase over previous years. Twenty-three percent of students who are economically disadvantaged have not met the interim target than in previous years, which is an increase in not meeting the goal. And 8.9% of students with disabilities have not met the interim target, which is a decrease than in previous years.
Mathematics/Algebra All Student Group	The percent proficient or advanced is 7.4%, lower than the statewide average. Six percent of

Did Not Meet Interim Goal/Improvement Target	Black and African American students did not meet the interim target - an increase from previous years. The same is true for students who are economically disadvantaged. Three percent of students with disabilities are not meeting the interim target, which is a decrease in performance than previous years.
Science/Biology All Student Group Did Not Meet Interim Goal/Improvement Target	The percent proficient or advanced is 33.3%, lower than the statewide average. Thirty two percent of Black and African American students did not meet the target goal, an increase than in previous years. Likewise 34 % of students economically disadvantaged did not meet the interim target. For students with disabilities, 13% of students did not meet the interim target, which has remained the same year over year.
Regular Attendance the All Student Group Did Not Meet Performance Standard	Persistent attendance has dropped state wide over the past several years, but attendance has dropped significantly more for all subgroups as KPCS.

Review of Grade Level(s) and Individual Student Group(s)

Strengths

Indicator English Language Arts/Literature All Student Group Meets the Standard Demonstrating Growth **ESSA Student Subgroups** African-American/Black, Economically Disadvantaged	**Comments/Notable Observations** Decrease in performance from previous year.
Indicator **ESSA Student Subgroups**	**Comments/Notable Observations**
Indicator **ESSA Student Subgroups**	**Comments/Notable Observations**
Indicator Science/Biology All Student Group Meets the Standard Demonstrating Growth **ESSA Student Subgroups** Students with Disabilities	**Comments/Notable Observations** Increase in performance from previous year.

Challenges

Indicator English Language Arts/Literature All Student Group Did Not Meet Interim Goal/Improvement Target **ESSA Student Subgroups**	**Comments/Notable Observations** Increase in number of students not performance goal compared to previous year.

African-American/Black	
Indicator English Language Arts/Literature All Student Group Did Not Meet Interim Goal/Improvement Target **ESSA Student Subgroups** Economically Disadvantaged	**Comments/Notable Observations** Increase in number of students not performance goal compared to previous year.
Indicator English Language Arts/Literature No Meeting Interim Goal/Improvement Target or the Standard for Demonstrating growth **ESSA Student Subgroups** Students with Disabilities	**Comments/Notable Observations** For the students with disabilities subgroup there was a decrease in performance compared to previous year in both growth and achievement.

Summary

Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

English Language Arts/Literature All Student Group Meets the Standard Demonstrating Growth: For the SY 21-22, The Future Ready Index shows an Academic Growth Score of 78, above the statewide average growth score.
Mathematics/Algebra All Student Group Meets the Standard Demonstrating Growth: For the SY 21-22, The Future Ready Index shows an Academic Growth Score of 79, above the statewide average growth score.
Science/Biology All Student Group Meets the Standard Demonstrating Growth: For the SY 21-22, The Future Ready Index shows an Academic Growth Score of 76.5, above the statewide average growth score.

Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

.Mathematics/Algebra All Student Group Did Not Meet Interim Goal/Improvement Target: The percent proficient or advanced is 7.4%, lower than the statewide average.
English Language Arts/Literature No Meeting Interim Goal/Improvement Target or the Standard for Demonstrating growth For the students with disabilities subgroup there was a decrease in performance compared to previous year in both growth and achievement.
Persistent attendance has dropped state wide over the past several years, but attendance has dropped significantly more for all subgroups

as KPCS.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
NWEA MAP Growth Assessment - Percent of Students hitting typical growth goals	In ELA only 38% of all students Met Typical growth goals in Winter of SY 2023-24 that is down from 44% in Winter of SY 2022-23, and 42% in Spring of SY 2022-23. This is well below our goal of at least 50%. Even fewer students with IEPs experienced typical growth with only 29% of students with IEPs hitting typical growth goals in Winter of SY 2023-24.
NWEA MAP Growth Assessment - Percent of students at or above the 50th percentile	Only 18% of all students in grades K-8 achieved at or above the 50th percentile in the Winter Administration of SY 2023-24. Only 5% of students with IEPS in grades K-8 achieved at or above the 50th percentile in the Winter Administration of SY 2023-24.
DIBELS (Dynamic Indicators of Basic Early Literacy Skills) - Percent of students at Benchmark	In SY 2022-23 the percent of students at or above benchmark in grades K-2 went from 23% in the Fall of 2022 to 33% by the Spring of 2023. In SY 2023-24 the percent of students at or above benchmark in grades K-2 went from 24% in the Fall of 2021 to 28% by the Winter of 2024.

English Language Arts Summary

Strengths

DIBELS (Dynamic Indicators of Basic Early Literacy Skills) - Percent of students at Benchmark: In addition to the pre-pandemic strategies. KPCS has continued to strengthen its early literacy program by mandating all teachers complete the LETRS course from the curriculum company Lexia. LETRS teaches the skills needed to master the fundamentals of reading instruction—phonological awareness, phonics, fluency, vocabulary, comprehension, writing, and language.
DIBELS (Dynamic Indicators of Basic Early Literacy Skills) - Percent of students at Benchmark: KPCS is using DIBELS progress monitoring data to fuel a data based approach to early Literacy instruction should set the foundation for increased achievement for all student groups.

Challenges

NWEA MAP Growth Assessment - Percent of Students hitting typical growth goals: MAP results indicate that most students are not learning at the same rate as their peers across the country. In order to accelerate growth KPCS is planning on implementing several new curriculum in the SY 24-25 school year. In K-2 The Amplify CKLA Skills program will be used to establish strong reading foundations in K–2 classrooms. Amplify CKLA Skills is grounded in Science of Reading research and was the first foundational skills program to earn all-green scores on EdReports.
NWEA MAP Growth Assessment - Percent of students at or above the 50th percentile: MAP results indicate that most students are also not achieving at a rate that will put most students on track to be college and career ready. To increase achievement KPCS will also implement a new curriculum in grades 3-8. The curriculum selection process is currently in its final stage.

Mathematics

Data	Comments/Notable Observations
NWEA MAP Growth Assessment - Percent of Students hitting typical growth goals	In Math 51% of all students Met Typical growth goals in Winter of SY 2023-24 that is up from 46% in Winter of SY 2022-23, and 37% in Spring of SY 2022-23. This is meeting our goal of at least 50%. The same percentage of students with IEPs experienced typical growth which is an indicator that PVASS growth will also be strong in the 23-24 school year.
NWEA MAP Growth Assessment - Percent of students at or above the 50th percentile	Only 17% of all students in grades K-8 achieved at or above the 50th percentile in the Winter Administration of SY 2023-24. Only 11% of students with IEPS in grades K-8 achieved at or above the 50th percentile in the Winter Administration of SY 2023-24.

Mathematics Summary

Strengths

NWEA MAP Growth Assessment - Percent of Students hitting typical growth goals: Both the all students sub group and students with IEPS hit the minimum goal for typical growth. This is evidence that the strategies put into place to support student learning for the all students group and the SPED student subgroup are having the a positive effect on learning.
NWEA MAP Growth Assessment - Percent of Students hitting typical growth goals: One of the strategies put into place in the SY 23-24 school year was the implementation of the new version of the Eureka Curriculum (Called Eureka Squared) produced by GreatMinds. This curriculum will be expanded down to K-4 in the SY 24-25 school year.

Challenges

NWEA MAP Growth Assessment - Percent of students at or above the 50th percentile: MAP results indicate that most students are also not achieving at a rate that will put most students on track to be college and career ready. As written above to increase achievement the implementation of Eureka Squared will be expanded to grades K-4.
KPCS has and is continuing to provide teachers with professional development focused on Eureka Module and Lesson internalization, in order to increase content knowledge and pedagogical proficiency.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Curriculum Assessments 8th Grade (KIPP Created)	In SY 2023-24 46% percent of students demonstrated a basic mastery of science content
Curriculum Assessments 4th Grade (KIPP Created)	In SY 2023-24 51% percent of students demonstrated a basic mastery of science content

Science, Technology, and Engineering Education Summary

Strengths

KPCS is currently in a multiyear process of adopting the Amplify Science curriculum. Amplify Science is a K–8 science curriculum that blends hands-on investigations, literacy-rich activities, and interactive digital tools to empower students to think, read, write, and argue like real scientists.

Challenges

It takes time for teachers to master the use of a new curriculum. KPCS began transitioning to amplify in SY 2022-23. By SY 2024-24 KPCS science teachers will be in their 3rd year implementing the program and achievement is expected to increase as teachers gain more experience executing the curriculum.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Career Standards Benchmark 2022-23	For career standards benchmark, 97 students met the benchmark in 5th grade, and 84 students met the benchmark in 8th grade. Students were required to submit a number of artifacts over the course of the year. This information is collected and analyzed internally by KIPP staff.

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

Social Studies (Civics and Government, Economics, Geography, History)

True Social Studies (Civics and Government, Economics, Geography, History) Omit

Articulation Agreements

True We do not have any articulation agreements because we do not have high school students, or ALL current agreements have been uploaded to other FRCPP plans.

Summary

Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

100 percent of 5th grades and 8th graders were able to meet the career standards benchmark.

Challenges

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

We need to continue this trend into high school.

Equity Considerations

English Learners

True This student group is not a focus in this plan.

Students with Disabilities

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
PSSA Overview	For School Year 2022, KIPP Philadelphia CS IEP students scored 6% proficient in ELA, 1% in Math, and 10% in Science.

Students Considered Economically Disadvantaged

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
PSSA Overview	For School Year 2022, KIPP Philadelphia CS students scored 23% proficient in ELA, 6% in Math, and 34% in Science.
Grades 3 and 4 PSSA ELA performance	Forty-five percent of students scored below basic, 38% scored basic, and 16% were proficient.
Grades 3 and 4 PSSA Math performance	Sixty percent scored below basic, 25% scored basic, and 14% scored proficient.
Grades 3 and 4 PSSA Science performance	Twenty three scored below basic, 35% scored basic, 34% scored proficient, and 8% scored advanced.
Grades 5-8 PSSA ELA performance	26% scored below basic, 48% scored basic, 24% scored proficient, and 3% scored advanced.

Grades 5-8 PSSA Math performance	80% of students scored below basic, 19% scored basic, and 1% scored proficient.
Grades 5-8 PSSA Science performance	42% scored scored below basic, 34% scored basic, and 19% proficient and 4% scored advanced.

Student Groups by Race/Ethnicity

False This student group is not a focus in this plan.

Student Groups	Comments/Notable Observations
Black	Students in this student group scored 23% proficient in PSSA ELA, 6% in Math, and 32% in Science.
Asian	The only student in this group scored proficient in ELA, math results not available.
Hispanic	23% scored proficient in PSSA ELA exams, 8% in Math, and 67% in Science.
White	Both students in this subgroup scored proficient in PSSA ELA, Math, and Science exams.
2 or More Races	57% of students in this subgroup scored proficient in PSSA ELA exams, 14% in Math and 0 in Science.

Summary

Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

For School Year 2022, KIPP Philadelphia CS students scored 23% proficient in ELA, 6% in Math, and 34% in Science.

Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

For School Year 2022, KIPP Philadelphia CS IEP students scored 6% proficient in ELA, 1% in Math, and 10% in Science. These students tend to score lower than other subgroups.

A continuum of academic research-based interventions
Data driven instruction for students with disabilities

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	The Special Education team at KIPP works closely to align funding to program alignment.
Title 1 Program	At KIPP, over 85 percent of students qualify for free or reduced lunch so we are running a school wide plan. The action steps outlined in this plan align to both the school wide plan and ATSI plan & budgets.
Student Services	As a result of Covid-19, KIPP is investing in student health supports.
K-12 Guidance Plan (339 Plan)	KIPP has KIPP Forward team that works with students in grades 3-12 and then for 4 years after graduation to support on college and career goals.
Technology Plan	KIPP offers a 1-to-1 laptop program, which allows for blended learning.
English Language Development Programs	At KIPP, less than 5 percent of students are classified as EL.

Strengths

Review the comments and notable observations listed and record those which have had the most impact in improving your most pressing challenges.

KIPP has KIPP Forward team that works with students in grades 3-12 and then for 4 years after graduation to support on college and career goals.
KIPP offers a 1-to-1 laptop program, which allows for blended learning.

Challenges

Review the comments and notable observations listed previously and record the 2-5 challenges which if improved would have the most impact in achieving your Mission and Vision.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Exemplary
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Operational
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Exemplary
Identify and address individual student learning needs	Operational
Provide frequent, timely, and systematic feedback and support on instructional practices	Exemplary

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Operational
Collectively shape the vision for continuous improvement of teaching and learning	Operational
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Exemplary
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Operational
Continuously monitor implementation of the school improvement plan and adjust as needed	Operational

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Operational
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Operational
Implement a multi-tiered system of supports for academics and behavior	Operational
Implement evidence-based strategies to engage families to support learning	Operational
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Operational

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Operational
Use multiple professional learning designs to support the learning needs of staff	Emerging
Monitor and evaluate the impact of professional learning on staff practices and student learning	Operational

Summary

Strengths

Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing challenges?

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 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.
We've implemented intensive leadership development for principals, assistant principals and teacher leaders to build skill, mindset and best practices. Our leaders have the mindset that they need to continue to grow and learn. If we leverage leadership training to focus even more directly on teacher development, we'll likely see teacher professional development structures be more effective.

Challenges

Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

We need to further strengthen our teacher professional development to build teacher skill in a faster and more targeted way.
If we improve teacher professional development, our teachers will increase student achievement more rapidly.

Summary of Strengths and Challenges from the Needs Assessment

Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
English Language Arts/Literature All Student Group Meets the Standard Demonstrating Growth: For the SY 21-22, The Future Ready Index shows an Academic Growth Score of 78, above the statewide average growth score.	False
Mathematics/Algebra All Student Group Meets the Standard Demonstrating Growth: For the SY 21-22, The Future Ready Index shows an Academic Growth Score of 79, above the statewide average growth score.	False
Science/Biology All Student Group Meets the Standard Demonstrating Growth: For the SY 21-22, The Future Ready Index shows an Academic Growth Score of 76.5, above the statewide average growth score.	False
DIBELS (Dynamic Indicators of Basic Early Literacy Skills) - Percent of students at Benchmark: In addition to the pre-pandemic strategies. KPCS has continued to strengthen its early literacy program by mandating all teachers complete the LETRS course from the curriculum company Lexia. LETRS teaches the skills needed to master the fundamentals of reading instruction—phonological awareness, phonics, fluency, vocabulary, comprehension, writing, and language.	False
For School Year 2022, KIPP Philadelphia CS students scored 23% proficient in ELA, 6% in Math, and 34% in Science.	False
DIBELS (Dynamic Indicators of Basic Early Literacy Skills) - Percent of students at Benchmark: KPCS is using DIBELS progress monitoring data to fuel a data based approach to early Literacy instruction should set the foundation for increased achievement for all student groups.	False
NWEA MAP Growth Assessment - Percent of Students hitting typical growth goals: Both the all students sub group and students with IEPS hit the minimum goal for typical growth. This is evidence that the strategies put into place to support student learning for the all students group and the SPED student subgroup are having the a positive effect on learning.	False
NWEA MAP Growth Assessment - Percent of Students hitting typical growth goals: One of the strategies put into place in the SY 23-24 school year was the implementation of the new version of the Eureka Curriculum (Called Eureka Squared) produced by GreatMinds. This curriculum will be expanded down to K-4 in the SY 24-25 school year.	False
KPCS is currently in a multiyear process of adopting the Amplify Science curriculum. Amplify Science is a K–8 science curriculum that blends hands-on investigations, literacy-rich activities, and interactive digital tools to	False

empower students to think, read, write, and argue like real scientists.	
Over the last two years, we've closely aligned our curriculum in science, math and ELA to PA Core standards and state assessments.	False
We've ensured that our assessment suite provides clear aligned data to allow for differentiated instruction and information to prioritize reteaching content and subgroups of students.	False
We've ensured a frequent and consistent structure to provide teachers with weekly instructional feedback on their planning and execution.	False
We've implemented intensive leadership development for principals, assistant principals and teacher leaders to build skill, mindset and best practices.	True
We've implemented intensive leadership development for principals, assistant principals and teacher leaders to build skill, mindset and best practices. Our leaders have the mindset that they need to continue to grow and learn. If we leverage leadership training to focus even more directly on teacher development, we'll likely see teacher professional development structures be more effective.	False
100 percent of 5th grades and 8th graders were able to meet the career standards benchmark.	False
KIPP has KIPP Forward team that works with students in grades 3-12 and then for 4 years after graduation to support on college and career goals.	False
KIPP offers a 1-to-1 laptop program, which allows for blended learning.	False

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your Charter/Cyber Charter School and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
.Mathematics/Algebra All Student Group Did Not Meet Interim Goal/Improvement Target: The percent proficient or advanced is 7.4%, lower than the statewide average.	False
English Language Arts/Literature No Meeting Interim Goal/Improvement Target or the Standard for Demonstrating growth For the students with disabilities subgroup there was a decrease in performance compared to previous year in both growth and achievement.	False
Persistent attendance has dropped state wide over the past several years, but attendance has dropped significantly more for all subgroups as KPCS.	False
NWEA MAP Growth Assessment - Percent of Students hitting typical growth goals: MAP results indicate that most students are not learning at the same rate as their peers across the country. In order to accelerate growth	False

KPCS is planning on implementing several new curriculum in the SY 24-25 school year. In K-2 The Amplify CKLA Skills program will be used to establish strong reading foundations in K–2 classrooms. Amplify CKLA Skills is grounded in Science of Reading research and was the first foundational skills program to earn all-green scores on EdReports.	
For School Year 2022, KIPP Philadelphia CS IEP students scored 6% proficient in ELA, 1% in Math, and 10% in Science. These students tend to score lower than other subgroups.	False
NWEA MAP Growth Assessment - Percent of students at or above the 50th percentile: MAP results indicate that most students are also not achieving at a rate that will put most students on track to be college and career ready. To increase achievement KPCS will also implement a new curriculum in grades 3-8. The curriculum selection process is currently in its final stage.	False
	False
NWEA MAP Growth Assessment - Percent of students at or above the 50th percentile: MAP results indicate that most students are also not achieving at a rate that will put most students on track to be college and career ready. As written above to increase achievement the implementation of Eureka Squared will be expanded to grades K-4.	False
KPCS has and is continuing to provide teachers with professional development focused on Eureka Module and Lesson internalization, in order to increase content knowledge and pedagogical proficiency.	False
It takes time for teachers to master the use of a new curriculum. KPCS began transitioning to amplify in SY 2022-23. By SY 2024-24 KPCS science teachers will be in their 3rd year implementing the program and achievement is expected to increase as teachers gain more experience executing the curriculum.	False
We need to further strengthen our teacher professional development to build teacher skill in a faster and more targeted way.	False
If we improve teacher professional development, our teachers will increase student achievement more rapidly.	False
A continuum of academic research-based interventions	True
Data driven instruction for students with disabilities	True
We need to continue this trend into high school.	False

Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

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Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
A continuum of academic research-based interventions		True
Data driven instruction for students with disabilities		True

Analyzing Strengths

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

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Align assessments and data tools to implement and monitor student progress and programming which will ensure that teachers can respond when students with IEPS are not making adequate growth and determine a new approach to get students on track.
	A continuum of academic research-based interventions Develop our continuum of academic research-based interventions to be able to address the diverse learning needs of our students which will help our students be able to meet growth and achievement goals.

Goal Setting

Priority: Align assessments and data tools to implement and monitor student progress and programming which will ensure that teachers can respond when students with IEPS are not making adequate growth and determine a new approach to get students on track.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
14.1% of students with an IEP will score proficient or higher on the ELA PSSA. 8.6% of students with an IEP will score proficient or higher on the Math PSSA.			
Measurable Goal Nickname (35 Character Max)			
ELA - Progress Monitor			
Target Year 1	**Target Year 2**	**Target Year 3**	
14.1% of students with an IEP will score proficient or higher on the ELA PSSA.	14.1% of students with an IEP will score proficient or higher on the ELA PSSA.	14.1% of students with an IEP will score proficient or higher on the ELA PSSA. 8.6% of students with an IEP will score proficient or higher on the Math PSSA.	
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
MAP completion rate of 90% on Spring MAP ELA Assessment and targeted supports are designed for 90% of students who are below their growth target.	Students with IEPs are receiving ELA interventions with 90% fidelity.	MAP completion rate of 90% on MidYear MAP ELA Assessment and targeted supports are designed for 90% of students who are below their growth target.	14.1% of students with an IEP will score proficient or higher on the ELA PSSA. 8.6% of students with an IEP will score proficient or higher on the Math PSSA.

Priority: A continuum of academic research-based interventions   Develop our continuum of academic research-based interventions to be able to address the diverse learning needs of our students which will help our students be able to meet growth and achievement goals.

Outcome Category
Mathematics
Measurable Goal Statement (Smart Goal)
14.1% of students with an IEP will score proficient or higher on the ELA PSSA. 8.6% of students with an IEP will score proficient or higher on the Math PSSA.

Measurable Goal Nickname (35 Character Max)			
Math - Intervention			
Target Year 1	**Target Year 2**	**Target Year 3**	
14.1% of students with an IEP will score proficient or higher on the ELA PSSA. 8.6% of students with an IEP will score proficient or higher on the Math PSSA.	14.1% of students with an IEP will score proficient or higher on the ELA PSSA. 8.6% of students with an IEP will score proficient or higher on the Math PSSA.	14.1% of students with an IEP will score proficient or higher on the ELA PSSA. 8.6% of students with an IEP will score proficient or higher on the Math PSSA.	
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
MAP completion rate of 90% on Spring MAP Math Assessment and targeted supports are designed for 90% of students who are below their growth target.	Students with IEPs are receiving Math interventions with 90% fidelity.	MAP completion rate of 90% on MidYear MAP Math Assessment and targeted supports are designed for 90% of students who are below their growth target.	14.1% of students with an IEP will score proficient or higher on the ELA PSSA. 8.6% of students with an IEP will score proficient or higher on the Math PSSA.

Action Plan

Measurable Goals

Math - Intervention	ELA - Progress Monitor

Action Plan For: IEP Rubric

Measurable Goals:

- 14.1% of students with an IEP will score proficient or higher on the ELA PSSA. 8.6% of students with an IEP will score proficient or higher on the Math PSSA.
- 14.1% of students with an IEP will score proficient or higher on the ELA PSSA. 8.6% of students with an IEP will score proficient or higher on the Math PSSA.

Action Step		Anticipated Start/Completion Date	
Update rubric used to evaluate IEPs to ensure that IEP goals and programming respond to all needs identified in evaluation reports		2024-08-01	2025-07-01
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Amanda Neill/Regional Director of Student Supports	Data team support in tool adjustment, regional Special Education team	Yes	Yes
Action Step		**Anticipated Start/Completion Date**	
Train Special Education leaders and teachers on implementation of revised IEP rubric and focus on coaching of their teachers to ensure growth		2024-08-01	2025-07-01
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Amanda Neill/Regional Managing Director of Student Supports	Data team support in data analysis, regional Special Education team, school-based scheduling supports	Yes	Yes
Action Step		**Anticipated Start/Completion Date**	
Adjust recommended programming thresholds for students with IEPs that align to achievement and progress monitoring data		2024-08-01	2025-07-01
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Amanda Neill/Regional Managing Director of Student Supports	Data team support in data analysis, regional Special Education team, school-based scheduling supports	Yes	Yes

Action Step		Anticipated Start/Completion Date	
Design Progress Monitoring tool to analyze IEP goal growth for students with IEPs		2024-08-01	2025-07-01
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Amanda Neill/Regional Managing Director of Student Supports	Data team support in data analysis, regional Special Education team, school-based teams	Yes	Yes
Action Step		Anticipated Start/Completion Date	
Design interventions for students who demonstrate need based on MAP data and monitor effectiveness of interventions across test administrations.		2024-08-01	2025-07-01
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Amanda Neill/Regional Managing Director of Student Supports	Data team tool design and updates, regional Special Education team, school-based team meetings to analyze results	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
IEP Rubric, Programming Threshold Document, Progress Monitoring Analysis tool, Progress Monitoring Meeting Model, and aligned professional development to support above	Monthly observation and data analysis by regional Special Education team to determine if the tools associated with this Action Plan have been implemented

Action Plan For: ELA & Math

Measurable Goals:
• 14.1% of students with an IEP will score proficient or higher on the ELA PSSA. 8.6% of students with an IEP will score proficient or higher on the Math PSSA.
• 14.1% of students with an IEP will score proficient or higher on the ELA PSSA. 8.6% of students with an IEP will score proficient or higher on the Math PSSA.

Action Step	Anticipated Start/Completion Date	
Implement research-based interventions in ELA consistent with the needs of students based on IEP goals, data	2024-08-	2025-07-

analysis, and recommendations in evaluation reports		01	01
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Amanda Neill/Regional Managing Director of Student Supports	regional Special Education team, consultation with curricular specialists in special education field, collaboration with regional Academic Director of Literacy, ELA intervention curricula	Yes	Yes
Action Step		**Anticipated Start/Completion Date**	
Implement research-based interventions in Math consistent with the needs of students based on IEP goals, data analysis, and recommendations in evaluation reports		2024-08-01	2025-07-01
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Amanda Neill/Regional Managing Director of Student Supports	regional Special Education team, consultation with curricular specialists in special education field, collaboration with regional Academic Director of Mathematics, Math intervention curricula	Yes	Yes
Action Step		**Anticipated Start/Completion Date**	
Train teachers on the implementation of research-based ELA and Math interventions to respond to student IEP goal needs		2024-08-01	2025-07-01
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Amanda Neill/Regional Managing Director of Student Supports	regional Special Education team, consultation with curricular specialists in special education field, collaboration with regional Academic Director of Mathematics, Math intervention curricula	Yes	Yes
Action Step		**Anticipated Start/Completion Date**	
Provide teacher coaching to improve implementation curriculum and interventions		2024-08-01	2025-07-01
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principal	Title I funds will be used to provide teacher salary and benefits. Our elementary teacher	Yes	Yes

	salaries will amount to $244,928.00 with an additional $82,599.00 allocated for benefits. Reading teacher salaries will amount to $37,809.00 with an additional $4,783.00 allocated for benefits. Our Math teacher salaries will amount to $100,478.00 with an additional $26,592.00 allocated for benefits. Our teacher coach salaries will amount to $231,687.00 with an additional $80,707.00 allocated for benefits. The total amount for teacher salary and benefits will amount to $809,583.00. KPCS will have an additional $3,800.00 set aside for parent engagement through our parent communication system. An additional $5,276.00 will be set aside for supplies for parent engagement. And lastly, KPCS has set aside $100.00 to purchase supplies for homeless students. The total budget will amount to $818,759.00		

Action Step		**Anticipated Start/Completion Date**	
Provide responsive math and ELA blocks in the middle school to facilitate academic interventions		2024-08-01	2025-07-01
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principal	Title I funds will be used to provide teacher salary and benefits. Our elementary teacher salaries will amount to $244,928.00 with an additional $82,599.00 allocated for benefits. Reading teacher salaries will amount to $37,809.00 with an additional $4,783.00 allocated for benefits. Our Math teacher salaries will amount to $100,478.00 with an additional $26,592.00 allocated for benefits. Our teacher coach salaries will amount to $231,687.00 with an additional $80,707.00 allocated for benefits. The total amount for teacher salary and benefits will amount to $809,583.00. KPCS will have an additional $3,800.00 set aside for parent engagement through our parent communication system. An additional $5,276.00 will be set aside for supplies for parent engagement. And lastly, KPCS has set aside $100.00 to purchase supplies for homeless students. The total budget will amount to $818,759.00	Yes	Yes

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Professional development, increased curricular resources, additional supports and programming for students across the continua of learning in ELA and Math	Teacher observations, data analysis of student growth over time against IEP goals, PD surveys

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

eGgrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	• IEP Rubric • ELA & Math	Elementary Teacher Salaries	612838
Instruction	• IEP Rubric • ELA & Math	Middle School Teacher Salary	114072
Instruction	• IEP Rubric • ELA & Math	Teacher Coach Salary	40905
Instruction	• IEP Rubric • ELA & Math	Elementary Teacher Benefits	102534
Instruction	• IEP Rubric • ELA & Math	Middle School Teacher Benefits	11644
Other Expenditures	• IEP Rubric • ELA & Math	Parent Engagement	9646
Other Expenditures	• IEP Rubric • ELA & Math	Parent Engagement Supplies	8682

Other Expenditures			
	• ELA & Math	Homeless supplies	100
Total Expenditures			900421

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
IEP Rubric	Update rubric used to evaluate IEPs to ensure that IEP goals and programming respond to all needs identified in evaluation reports
IEP Rubric	Train Special Education leaders and teachers on implementation of revised IEP rubric and focus on coaching of their teachers to ensure growth
IEP Rubric	Adjust recommended programming thresholds for students with IEPs that align to achievement and progress monitoring data
IEP Rubric	Design Progress Monitoring tool to analyze IEP goal growth for students with IEPs
IEP Rubric	Design interventions for students who demonstrate need based on MAP data and monitor effectiveness of interventions across test administrations.
ELA & Math	Implement research-based interventions in ELA consistent with the needs of students based on IEP goals, data analysis, and recommendations in evaluation reports
ELA & Math	Implement research-based interventions in Math consistent with the needs of students based on IEP goals, data analysis, and recommendations in evaluation reports
ELA & Math	Train teachers on the implementation of research-based ELA and Math interventions to respond to student IEP goal needs
ELA & Math	Provide teacher coaching to improve implementation curriculum and interventions
ELA & Math	Provide responsive math and ELA blocks in the middle school to facilitate academic interventions

Data Analysis

Action Step
• Design Progress Monitoring tool to analyze IEP goal growth for students with IEPs
Audience
School Leadership Teams, regional Directors of Literacy and Math, Special Education leaders and teachers
Topics to be Included
Data Analysis tools for extracting and disaggregating data for students with IEPs Goal setting against baselines for students with IEPs Using Progress Monitoring data to inform programming decisions
Evidence of Learning
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

Lead Person/Position	Anticipated Start	Anticipated Completion
Amanda Neill / Regional Managing Director of Student Supports	2024-08-01	2025-07-01

Learning Format

Type of Activities	Frequency
Inservice day	Monthly
Observation and Practice Framework Met in this Plan	
• 3d: Using Assessment in Instruction	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Research-Based Intervention Curricula Trainings

Action Step
• Implement research-based interventions in ELA consistent with the needs of students based on IEP goals, data analysis, and recommendations in evaluation reports • Train teachers on the implementation of research-based ELA and Math interventions to respond to student IEP goal needs
Audience
Special Education teachers, Special Education leaders, regional Directors of Literacy and Math, regional Special Education team
Topics to be Included
Best practices for curricular implementation Data collection tools associated with the curriculum Supplemental resources available to use with the curricula
Evidence of Learning
Teachers are using the research-based curricula with fidelity as observed by teacher observations led by the Special Education leader with support by the regional Special Education team

Lead Person/Position	Anticipated Start	Anticipated Completion
Amanda Neill / Regional Managing Director of Student Supports	2024-08-01	2025-08-01

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Monthly
Observation and Practice Framework Met in this Plan	
• 1d: Demonstrating Knowledge of Resources • 1e: Designing Coherent Instruction	
This Step Meets the Requirements of State Required Trainings	

Teaching Diverse Learners in Inclusive Settings

IEP Writing: Using Evaluation Reports to inform IEP Goals & Services

Action Step
• Implement research-based interventions in Math consistent with the needs of students based on IEP goals, data analysis, and recommendations in evaluation reports • Train teachers on the implementation of research-based ELA and Math interventions to respond to student IEP goal needs
Audience
Special Education leaders, Special Education teachers, Psychology contractors, regional Special Education team
Topics to be Included
Understanding the data within an Evaluation/Re-Evaluation Report Internalizing Evaluation Report Data for an IEP Writing a summary of performance that aligns to evaluation report findings Designing IEP goals that respond to present levels of academic and functional performance indicated in an evaluation report
Evidence of Learning
IEP goal alignment, performance on the IEP writing rubric, growth on IEP goals relevant to predicted growth

Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Amanda Neill / Regional Managing Director of Student Supports	2024-08-01	2025-07-01

Learning Format

Type of Activities	**Frequency**
Inservice day	2x year
Observation and Practice Framework Met in this Plan	
• 1a: Demonstrating Knowledge of Content and Pedagogy • 1b: Demonstrating Knowledge of Students	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Communications Activities

Staff Professional Development					
Action Step	**Audience**	**Topics to be Included**	**Type of Communication**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
• Train Special Education leaders and teachers on implementation of revised IEP rubric and focus on coaching of their teachers to ensure growth	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 Using Progress Monitoring data to inform programming decisions	Regional Managing Director of Student Supports	08/01/2023	07/01/2024
Communications					
Type of Communication			**Frequency**		
Presentation			Annual		

Staff					
Action Step	**Audience**	**Topics to be Included**	**Type of Communication**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
• Train Special Education leaders and teachers on implementation of revised IEP rubric and focus on coaching of their teachers to ensure growth	Teachers and Staff	Inform teachers of the final plan and their responsibilities to implement the plan successfully	Regional Managing Director of Student Supports	08/01/2023	07/01/2024
Communications					
Type of Communication			**Frequency**		
Presentation			Annual		

Parents					
Action Step	**Audience**	**Topics to be Included**	**Type of Communication**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
• Design Progress Monitoring tool to analyze IEP goal growth for students with IEPs	Parents	Inform parents of resources to support their students, and update on student progress and any adjustments to intervention plans	Principal	08/01/2023	07/01/2024

Communications

Type of Communication	**Frequency**
Other	Trimesterly
Presentation	Trimesterly

Board of Trustees					
Action Step	**Audience**	**Topics to be Included**	**Type of Communication**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
• Design Progress Monitoring tool to analyze IEP goal growth for students with IEPs	BOT	Provide updates on plan implementation and success	MD of Regional Operations	08/01/2023	07/01/2024
Communications					
Type of Communication			**Frequency**		
Brief			Scheduled BOT Meetings		

Approvals & Signatures

Uploaded Files
• KPCS_affirmation_statement_compschool.docx.pdf

Chief School Administrator	Date
Stephanie White	2024-06-21
Building Principal Signature	**Date**
Stephanie White	2024-06-21
School Improvement Facilitator Signature	**Date**
Chad Evans	2024-06-20