**KIPP DuBois CS**  
CSI Comprehensive Plan | 2025 - 2028

# Profile and Plan Essentials

|  |  |  |
| --- | --- | --- |
| **LEA Type** | | AUN |
| KIPP DuBois Charter School (KDCS) | | 126514864 |
| **Address 1** | | |
| 5070 Parkside Ave | | |
| **Address 2** | | |
|  | | |
| **City** | **State** | **Zip Code** |
| Philadelphia | PA | 19131 |
| **Chief School Administrator** | | **Chief School Administrator Email** |
| Courtney Morgane | | kdcspde@kippphiladelphia.org |
| **Single Point of Contact Name** | | |
| Tracy MacArthur | | |
| **Single Point of Contact Email** | | |
| tmacarthur@kipppphiladelphia.org | | |
| **Single Point of Contact Phone Number** | | **Single Point of Contact Extension** |
| 2156302274 | |  |
| **Principal Name** | | |
| Courtney Morgane | | |
| **Principal Email** | | |
| kdcspde@kippphiladelphia.org | | |
| **Principal Phone Number** | | **Principal Extension** |
| 267-294-8552 | |  |
| **School Improvement Facilitator Name** | | **School Improvement Facilitator Email** |
| Chad Evans | | cevans@bucksiu.org |

# Steering Committee

|  |  |  |  |
| --- | --- | --- | --- |
| Name | Position/Role | Building/Group/Organization | Email |
| Tracy MacArthur | Administrator | KIPP | tmacarthur@kippphiladelphia.org |
| Melissa Poorman | Administrator | KDCA | mpoorman@kippphiladelphia.org |
| Natalie Wilshire | Administrator | KIPP | nwhiltshire@kippphiladelphia.org |
| Samantha Wilson Jones | Board Member | KIPP | kppsoperations@kippphiladelphia.org |
| Ann Aerts | Board Member | KIPP | kppsoperations@kippphiladelphia.org |
| Doris James | Parent | KDCA | liciababe27@gmail.com |
| Brandie Evans | Parent | KDCA | makai0327@gmail.com |
| Anis Leach | Student | KDCA | anisleach24@kippphillyschools.org |
| Jayden Young | Student | KDCA | JaydenYoung23@kippphillyschools.org |
| Ernie Williams | Community Member | KDCA | kppsoperations@kippphiladelphia.org |
| Diana Filo | District Level Leaders | KDCA | dfilo@kippphiladelphia.org |
| McKayla Fuller | Teacher | KDCA | MFuller@kippphiladelphia.org |
| Toni Healy | Teacher | KDCA | THealy@kippphiladelphia.org |
| Courtney Moragne | Principal | KDCA | cmoragne@kippphiladelphia.org |
| Jill Masterson | Other | KDCA | JMasterson@kippphiladelphia.org |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

# LEA Profile

KIPP DuBois Charter School (KDCS) is a public charter school that opened in West Philadelphia in 2010. As part of the KIPP network of high-performing college-preparatory schools, KDCS is a free, open-enrollment public charter school that currently serves 520 9th - 12th grade students. 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**

KIPP Philadelphia Public School (KPPS) students love coming to school. Each day, they are welcomed by committed teachers and staff who deliver engaging and culturally responsive instruction that prepares them for the next grade, and, ultimately, college and a career. Students are consistently affirmed in their identities, validated as whole humans, and intellectually challenged in their classes. Our students, families, and staff work together to build inclusive, joyous, and responsive school communities. When combined, the instruction, strong school communities, and approach to education will result in 100 percent of our alumni reporting that their experience at KPPS prepared them to embark on an academic or career path of their choosing upon high school graduation.

# 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.

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

## Review of the School(s) Level Performance

### Strengths

|  |  |
| --- | --- |
| Indicator | Comments/Notable Observations |
|  |  |
|  |  |
|  |  |
| State Assessment Measures | Our students are making significant progress in college and career readiness. The All Student group has met the performance standard for Career Standards Benchmark and is on track to meet the 2033 statewide goal. Additionally, they are exceeding expectations in academic growth for English Language Arts/Literature and meeting growth standards in Mathematics/Algebra. |

### Challenges

|  |  |
| --- | --- |
| Indicator | Comments/Notable Observations |
|  |  |
|  |  |
| Economically Disadvantaged | Students who are economically disadvantaged are at 83.6 percent. |
| State Assessment Measures | The All Student group did not meet the interim goal or improvement target for the percentage of students scoring Proficient or Advanced in both English Language Arts/Literature and Mathematics/Algebra 1, indicating areas where continued focus and support are needed. |

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

### Strengths

|  |  |
| --- | --- |
| **Indicator**  Career Standards Benchmark  **ESSA Student Subgroups**  African-American/Black | **Comments/Notable Observations**  96.7% of Sub-Group Meets Performance Standard. |
| **Indicator**  **ESSA Student Subgroups**  Students with Disabilities | **Comments/Notable Observations** |
| **Indicator**  Four-Year Cohort  **ESSA Student Subgroups**  African-American/Black, Economically Disadvantaged, Students with Disabilities | **Comments/Notable Observations**  96.9% of Black students and 95.6% of Economically Disadvantaged students are on track to meet the 2033 Statewide Goal—an encouraging sign of progress toward educational equity and excellence. |
| **Indicator**  Graduation Rate  **ESSA Student Subgroups**  African-American/Black, Multi-Racial (not Hispanic), Economically Disadvantaged, Students with Disabilities | **Comments/Notable Observations**  Four-Year Cohort All Student Group Meets 2033 Statewide Goal |

### Challenges

|  |  |
| --- | --- |
| **Indicator**  Proficient or Advanced on Pennsylvania State Assessments School year  **ESSA Student Subgroups**  African-American/Black, Economically Disadvantaged, Students with Disabilities | **Comments/Notable Observations**  Performance in Mathematics/Algebra, English Language Arts/Literature, and Science/Biology did not meet the state goal or improvement targets, highlighting key areas for instructional focus and targeted support |
| **Indicator**  Regular Attendance  **ESSA Student Subgroups**  African-American/Black, Economically Disadvantaged, Students with Disabilities | **Comments/Notable Observations**  Students in all three of these ESSA Student subgroups were not meeting the state wide performance standard for regular attendance. |

## 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.

|  |
| --- |
| 96.9% of Black students and 95.6% of Economically Disadvantaged students are on track to meet the 2033 Statewide Goal—an encouraging sign of progress toward educational equity and excellence. |
| Four-Year Cohort All Student Group Meets 2033 Statewide Goal in Graduation Rate. |

### 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.

|  |
| --- |
| Students in all three of these ESSA Student subgroups were not meeting the state wide performance standard for regular attendance. |
| Performance in Mathematics/Algebra, English Language Arts/Literature, and Science/Biology did not meet the state goal or improvement targets, highlighting key areas for instructional focus and targeted support |
|  |
|  |

# Local Assessment

## English Language Arts

|  |  |
| --- | --- |
| **Data** | **Comments/Notable Observations** |
| Projected 11G Cohort Proficiency based on 2023-2024 Winter Keystone Results | 33% of the class of 2025 now has banked proficiency for the Literature Keystone, this is 15 % percentage points higher than the previous cohort and the highest proficiency rate at winter in the last 5 years. |
| Keystone Aligned Benchmark Assessments (KDCS Created) | KDCS created assessments aligned with the Keystone Literature exam’s eligible content and assessment anchors, and assessed students on their ability to comprehend & write about fiction and nonfiction texts. KDCA then used data on this assessment to tailor instruction for students. These assessments have been successfully administered for several school years and have given school teams an sense of student mastery and future performance on Keystone exams. Only 17% of students demonstrated mastery on these benchmarks in the Keystone trigger course English II. |
| NWEA MAP Growth Assessment - Percent of Students hitting typical growth goals (Special Education Subgroup) | KDCA uses the NWEA MAP growth assessments in 9th - 12th grade to assess growth of students who are in the Special Education subgroup. This practice was adopted to help identify students who are not showing adequate growth so that alternative instructional strategies can be applied. During the Winter of School year 2023-24 50% of the students with IEPs met their growth goals (Fall to Winter). Which indicates most students are growing at a rate similar to peers across the country. |

## English Language Arts Summary

### Strengths

|  |
| --- |
| Projected 11G Cohort Proficiency based on 2023-2024 Winter Keystone Results: KDCA has seen on a multiyear trend in increasing PVASS growth in literature after adopting the MyPerspectives literacy curriculum from SAVVAS learning company & implementation of the Keystone Aligned benchmark assessments. Focused professional development provided to teachers on the topic of close reading & responsiveness to data has also supported stronger growth. The most recent winter Keystone results indicate that cohort achievement may also increase as teachers become more and more familiar with this program.. |
| NWEA MAP Growth Assessment - Percent of Students hitting typical growth goals (Special Education Subgroup): The fact that most students are hitting typical growth goals is an indicator that the strategies put into place to support student learning for the SPED student subgroup are having the a positive effect on learning. This growth can be leveraged to increase proficiency rates for students in the SPED subgroup over time. |

### Challenges

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| --- |
| Keystone Aligned Benchmark Assessments (KDCS Created): Despite positive trends in growth, and early indicators of increase cohort proficiency rates, too few students are demonstrating mastery on ongoing benchmark assessments. KDCS is implementing several strategies to increase achievement in ELA including increasing attendance, decreasing the impact of disruptive student behaviors, and as referenced above continuing to provide high quality curriculum aligned professional development. |
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## Mathematics

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| --- | --- |
| **Data** | **Comments/Notable Observations** |
| Keystone Aligned Formative & Benchmark Assessments (KDCS Created) | KDCS created formative and benchmark assessments aligned with the Keystone Algebra exams’s eligible content and assessment anchors, and assessed students on their mastery of key math concepts. KDCA then used data on this assessment to tailor instruction for students. Less than 5% of students are consistently demonstrating mastery on these benchmarks in the Keystone trigger course of Algebra I |
| NWEA MAP Growth Assessment - Percent of Students hitting typical growth goals (Special Education Subgroup) | KDCA uses the NWEA MAP growth assessments in 9th - 12th grade to assess growth of students who are in the Special Education subgroup. This practice was adopted to help identify students who are not showing adequate growth so that alternative instructional strategies can be applied. During the Winter of School year 2023-24 40% of the students with IEPs met their growth goals (Fall to Winter). Which indicates most students are growing at a rate similar to peers across the country. |

## Mathematics Summary

### Strengths

|  |
| --- |
| NWEA MAP Growth Assessment - Percent of Students hitting typical growth goals (Special Education Subgroup) KDCS was close to its goal of having most students in the SPED subgroup hit typical growth goals. This is an indicator that the strategies put into place to support student learning is working for a large proportion of the SPED student subgroup are having the a positive effect on learning. This growth can be leveraged to increase proficiency rates for students in the SPED subgroup over time. |
|  |

### Challenges

|  |
| --- |
| Keystone Aligned Formative & Benchmark Assessments (KDCS Created): After several years of decreasing achievement using the AgileMind curriculum, KDCS switched to McGrawHill's Reveal Math in grades 9-11. Reveal Math is built on contemporary academic research and designed so all your students can succeed in mathematics. The 23-24 school year was the first year this new curriculum was in use. |
|  |

## Science, Technology, and Engineering Education

|  |  |
| --- | --- |
| **Data** | **Comments/Notable Observations** |
| Keystone Aligned Formative & Benchmark Assessments (KDCS Created) | KDCS created formative and benchmark assessments aligned with the Keystone Biology exams’s eligible content and assessment anchors, and assessed students on their mastery of key science concepts. KDCA then used data on this assessment to tailor instruction for students. 19% of students are consistently demonstrating mastery on these benchmarks in the Keystone trigger course of biology. |

## Science, Technology, and Engineering Education Summary

### Strengths

|  |
| --- |
| KDCA adopted a Biology curriculum designed by Pearson that was strongly aligned with the PA standards and Keystone Biology Eligible content and assessment anchors. |

### Challenges

|  |
| --- |
| Despite best efforts, there has been significant teacher turnover in the Biology position at KDCS with three new biology teachers in three years. There has been an increased prioritization of coaching and support for the teacher in this position, in hopes of retaining a strong teacher over time. That resulted in the retention of the primary Biology teacher from School year 20-21 up until the current school year 23-24. |
|  |

# Related Academics

## Career Readiness

|  |  |
| --- | --- |
| **Data** | **Comments/Notable Observations** |
| Career Programming | 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. |
| Career Task Completion | 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. For the 21-22 SY, over 90 percent of 11th graders met the career standards benchmark. The current 22-23 SY is not yet available. |

## 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.

|  |
| --- |
| 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. |
| For the 23-24 SY, 96.7% of Sub-Group meets 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 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. |

# 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 |
| Attendance | Students with IEPS attendance rate for the 2018-19 school year was 90%, which is lower than the school goal of 95%. Additionally, 36% of students with IEPs were considered chronically absent in 2018-19. In March of the 2019-20 school year, the attendance rate was 91% for students with an IEP and 33% of students with an IEP were chronically absent. In March of 2020-21, the attendance rate was 89% for students with an IEP and 36% of students with an IEP were chronically absent. In March of 2021-22, the attendance rate was 87% for students with an IEP and 47% of students with an IEP were chronically absent. In March of 2022-23, the attendance rate was 85% for students with an IEP and 53% of students with an IEP were chronically absent. |
|  |  |
| NWEA MAP | NWEA MAP Growth Assessment - Percent of Students hitting typical growth goals (Special Education Subgroup) KDCS was close to its goal of having most students in the SPED subgroup hit typical growth goals. This is an indicator that the strategies put into place to support student learning is working for a large proportion of the SPED student subgroup are having the a positive effect on learning. This growth can be leveraged to increase proficiency rates for students in the SPED subgroup over time. |

## Students Considered Economically Disadvantaged

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

## Student Groups by Race/Ethnicity

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

## 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.

|  |
| --- |
| Our use of NWEA MAP data to monitor student growth and respond when students with IEPS are not making adequate growth has led to students meeting the growth standard in Algebra and growing more in Literature. If we succeed in getting at least 50% of students to meet typical growth goals during each administration then we will meet our state standard for growth in Algebra and Literature. |
|  |
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|  |

### 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.

|  |
| --- |
| In March of 2020-21, the attendance rate was 89% for students with an IEP and 36% of students with an IEP were chronically absent. In March of 2021-22, the attendance rate was 87% for students with an IEP and 47% of students with an IEP were chronically absent. In March of 2022-23, the attendance rate was 85% for students with an IEP and 53% of students with an IEP were chronically absent. Attendance rates have continued to decline for students with IEPs. We need to reverse this trend in order for our instruction to have the maximum impact on this student subgroup. |
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# 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. |
| 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.

|  |
| --- |
| Met quarterly goals for ATSI - Year 1 Plan |
| Student growth in math and reading |
| Although final results are not yet available, the estimated 11th grade cohort Keystone exam proficiency rate is higher than previous cohorts. This increase can be attributed to consistent implementation of the Pearson’s My Perspectives Curriculum, and focused professional development provided to teachers on the topic of close reading & responsiveness to data. |

### 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.

|  |
| --- |
| Data driven instruction for students with disabilities |
| A continuum of academic research-based interventions |
| In addition to COVID KDCS was significantly impacted by the epidemic of gun violence in the city of Philadelphia. |
| In School Year 2019-2020 Pearson’s My Perspectives curriculum was adopted to address inadequate achievement in English Courses. This curriculum was chosen because of its focus on building high level comprehension skills and the focus on student ownership. This will drive higher academic achievement over time. |

# Conditions for Leadership, Teaching, and Learning

## Focus on Continuous improvement of Instruction

|  |  |
| --- | --- |
| Align curricular materials and lesson plans to the PA Standards | Operational |
| 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 | Operational |
| 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 | Operational |
| 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 | Emerging |
| 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?

|  |
| --- |
| We have a systematic approach to teacher feedback and support through regular observations, feedback and practice sessions. |
| We recently aligned all of our ELA curriculum to state standards and applicable state and national assessments. Additionally, our core math curriculum was selected to be fully aligned to state standards and applicable state tests. |

### 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?

|  |
| --- |
| As a high school, KDCA has struggled to schedule time for a full implementation of a multi-tiered system of supports. We are continuing to innovate around providing supplemental supports to students while ensuring all students complete all required coursework. By implementing a more robust system of support, our students would be able to address skill gaps while mastering grade level content. |
| In addition to COVID KDCS was significantly impacted by the epidemic of gun violence in the city of Philadelphia. |

# 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 |
| Four-Year Cohort All Student Group Meets 2033 Statewide Goal in Graduation Rate. | False |
| 96.9% of Black students and 95.6% of Economically Disadvantaged students are on track to meet the 2033 Statewide Goal—an encouraging sign of progress toward educational equity and excellence. | False |
| Projected 11G Cohort Proficiency based on 2023-2024 Winter Keystone Results: KDCA has seen on a multiyear trend in increasing PVASS growth in literature after adopting the MyPerspectives literacy curriculum from SAVVAS learning company & implementation of the Keystone Aligned benchmark assessments. Focused professional development provided to teachers on the topic of close reading & responsiveness to data has also supported stronger growth. The most recent winter Keystone results indicate that cohort achievement may also increase as teachers become more and more familiar with this program.. | False |
| NWEA MAP Growth Assessment - Percent of Students hitting typical growth goals (Special Education Subgroup) KDCS was close to its goal of having most students in the SPED subgroup hit typical growth goals. This is an indicator that the strategies put into place to support student learning is working for a large proportion of the SPED student subgroup are having the a positive effect on learning. This growth can be leveraged to increase proficiency rates for students in the SPED subgroup over time. | False |
|  | False |
| KDCA adopted a Biology curriculum designed by Pearson that was strongly aligned with the PA standards and Keystone Biology Eligible content and assessment anchors. | False |
| 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. | False |
| Our use of NWEA MAP data to monitor student growth and respond when students with IEPS are not making adequate growth has led to students meeting the growth standard in Algebra and growing more in Literature. If we succeed in getting at least 50% of students to meet typical growth goals during each administration then we will meet our state standard for growth in Algebra and Literature. | False |
| Met quarterly goals for ATSI - Year 1 Plan | True |
| Student growth in math and reading | True |
| Although final results are not yet available, the estimated 11th grade cohort Keystone exam proficiency rate is higher than previous cohorts. This increase can be attributed to consistent implementation of the Pearson’s My Perspectives Curriculum, and focused professional development provided to teachers on the topic of close reading & responsiveness to data. | False |
| NWEA MAP Growth Assessment - Percent of Students hitting typical growth goals (Special Education Subgroup): The fact that most students are hitting typical growth goals is an indicator that the strategies put into place to support student learning for the SPED student subgroup are having the a positive effect on learning. This growth can be leveraged to increase proficiency rates for students in the SPED subgroup over time. | False |
| We have a systematic approach to teacher feedback and support through regular observations, feedback and practice sessions. | False |
| We recently aligned all of our ELA curriculum to state standards and applicable state and national assessments. Additionally, our core math curriculum was selected to be fully aligned to state standards and applicable state tests. | False |
|  | False |
|  | False |
|  | False |
| For the 23-24 SY, 96.7% of Sub-Group meets the career standards benchmark. | 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 |
| Students in all three of these ESSA Student subgroups were not meeting the state wide performance standard for regular attendance. | False |
| Performance in Mathematics/Algebra, English Language Arts/Literature, and Science/Biology did not meet the state goal or improvement targets, highlighting key areas for instructional focus and targeted support | False |
|  | False |
|  | False |
|  | False |
| Keystone Aligned Benchmark Assessments (KDCS Created): Despite positive trends in growth, and early indicators of increase cohort proficiency rates, too few students are demonstrating mastery on ongoing benchmark assessments. KDCS is implementing several strategies to increase achievement in ELA including increasing attendance, decreasing the impact of disruptive student behaviors, and as referenced above continuing to provide high quality curriculum aligned professional development. | False |
|  | False |
| Keystone Aligned Formative & Benchmark Assessments (KDCS Created): After several years of decreasing achievement using the AgileMind curriculum, KDCS switched to McGrawHill's Reveal Math in grades 9-11. Reveal Math is built on contemporary academic research and designed so all your students can succeed in mathematics. The 23-24 school year was the first year this new curriculum was in use. | False |
|  | False |
| 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. | False |
| In March of 2020-21, the attendance rate was 89% for students with an IEP and 36% of students with an IEP were chronically absent. In March of 2021-22, the attendance rate was 87% for students with an IEP and 47% of students with an IEP were chronically absent. In March of 2022-23, the attendance rate was 85% for students with an IEP and 53% of students with an IEP were chronically absent. Attendance rates have continued to decline for students with IEPs. We need to reverse this trend in order for our instruction to have the maximum impact on this student subgroup. | False |
| Data driven instruction for students with disabilities | True |
|  | False |
| In addition to COVID KDCS was significantly impacted by the epidemic of gun violence in the city of Philadelphia. | False |
| In School Year 2019-2020 Pearson’s My Perspectives curriculum was adopted to address inadequate achievement in English Courses. This curriculum was chosen because of its focus on building high level comprehension skills and the focus on student ownership. This will drive higher academic achievement over time. | False |
| Despite best efforts, there has been significant teacher turnover in the Biology position at KDCS with three new biology teachers in three years. There has been an increased prioritization of coaching and support for the teacher in this position, in hopes of retaining a strong teacher over time. That resulted in the retention of the primary Biology teacher from School year 20-21 up until the current school year 23-24. | False |
| A continuum of academic research-based interventions | True |
| As a high school, KDCA has struggled to schedule time for a full implementation of a multi-tiered system of supports. We are continuing to innovate around providing supplemental supports to students while ensuring all students complete all required coursework. By implementing a more robust system of support, our students would be able to address skill gaps while mastering grade level content. | False |
| In addition to COVID KDCS was significantly impacted by the epidemic of gun violence in the city of Philadelphia. | False |
|  | False |
|  | 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.

# Analyzing (Strengths and Challenges)

## Analyzing Challenges

|  |  |  |
| --- | --- | --- |
| **Analyzing Challenges** | **Discussion Points** | **Check for Priority** |
| Data driven instruction for students with disabilities | Our use of NWEA MAP data to monitor student growth and respond when students with IEPS are not making adequate growth has led to students meeting the growth standard in Algebra and growing more in Literature. If we succeed in getting at least 50% of students to meet typical growth goals during each administration then we will meet our state standard for growth in Algebra and Literature. | True |
| A continuum of academic research-based interventions | Continuing to develop a multi-tiered intervention system for our students with IEPs will help students achieve growth and achievement targets. | True |

## Analyzing Strengths

|  |  |
| --- | --- |
| Analyzing Strengths | Discussion Points |
| Met quarterly goals for ATSI - Year 1 Plan | The team has been working to implement the plan. |
| Student growth in math and reading | We have seen some progress in reading and math for students with IEPs. |

## 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. |
|  | 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 Growth and Attainment | | | |
| **Measurable Goal Statement (Smart Goal)** | | | |
| 20% of students with an IEP in the 11th grade cohort will score proficient or higher on the Keystone exam. | | | |
| **Measurable Goal Nickname (35 Character Max)** | | | |
| Assess & Monitor | | | |
| **Target Year 1** | **Target Year 2** | **Target Year 3** |  |
| 20% of students with an IEP in the 11th grade cohort will score proficient or higher on the Keystone exam. | 20% of students with an IEP in the 11th grade cohort will score proficient or higher on the Keystone exam. | 20% of students with an IEP in the 11th grade cohort will score proficient or higher on the Keystone exam. |  |
| **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| 85% completion of MAP and 95% of students are receiving programming | 50% hitting MAP growth targets on Winter ELA MAP for students with disabilities | 80% of students have progress monitoring data points and programming notes | 50% hitting MAP growth targets the Spring ELA MAP for students with disabilities |

|  |  |  |  |
| --- | --- | --- | --- |
| **Outcome Category** | | | |
| Mathematics | | | |
| **Measurable Goal Statement (Smart Goal)** | | | |
| 12.5% of students with an IEP in the 11th grade cohort will score proficient or higher on the Keystone exam. | | | |
| **Measurable Goal Nickname (35 Character Max)** | | | |
| Interventions | | | |
| **Target Year 1** | **Target Year 2** | **Target Year 3** |  |
| 12.5% of students with an IEP in the 11th grade cohort will score proficient or higher on the Keystone exam. | 12.5% of students with an IEP in the 11th grade cohort will score proficient or higher on the Keystone exam. | 12.5% of students with an IEP in the 11th grade cohort will score proficient or higher on the Keystone exam. |  |
| **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| 85% completion of MAP and 95% of students are receiving programming | 50% hitting MAP growth targets on Winter Math MAP for students with disabilities | 80% of students have progress monitoring data points and programming notes | 50% hitting MAP growth targets the Spring Math MAP for students with disabilities |

## Priority: 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** | | | |
| Essential Practices 3: Provide Student-Centered Support Systems | | | |
| **Measurable Goal Statement (Smart Goal)** | | | |
| 20% of students with an IEP in the 11th grade cohort will score proficient or higher on the Keystone exam. 12.5% of students with an IEP in the 11th grade cohort will score proficient or higher on the Keystone exam. | | | |
| **Measurable Goal Nickname (35 Character Max)** | | | |
| ELA & Math Intervention Programming | | | |
| **Target Year 1** | **Target Year 2** | **Target Year 3** |  |
| 20% of students with an IEP in the 11th grade cohort will score proficient or higher on the Keystone exam. 12.5% of students with an IEP in the 11th grade cohort will score proficient or higher on the Keystone exam. | 20% of students with an IEP in the 11th grade cohort will score proficient or higher on the Keystone exam. 12.5% of students with an IEP in the 11th grade cohort will score proficient or higher on the Keystone exam. | 20% of students with an IEP in the 11th grade cohort will score proficient or higher on the Keystone exam. 12.5% of students with an IEP in the 11th grade cohort will score proficient or higher on the Keystone exam. |  |
| **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| Intervention schedules are created and implemented for all identified students in grades 9-12. | 85% of students have progress monitoring data points and programming notes | 85% of students have progress monitoring data points and programming notes | 85% of students have progress monitoring data points and programming notes |

# Action Plan

## Measurable Goals

|  |  |
| --- | --- |
| ELA & Math Intervention Programming | Assess & Monitor |
| Interventions |  |

## Action Plan For: Align achievement assessments and data tools to implement and monitor student progress and programming

|  |  |  |  |
| --- | --- | --- | --- |
| **Measurable Goals:** | | | |
| * 20% of students with an IEP in the 11th grade cohort will score proficient or higher on the Keystone exam.   12.5% of students with an IEP in the 11th grade cohort will score proficient or higher on the Keystone exam. * 12.5% of students with an IEP in the 11th grade cohort will score proficient or higher on the Keystone exam. * 20% of students with an IEP in the 11th grade cohort will score proficient or higher on the Keystone exam. | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Update analysis tool used to evaluate IEPs to ensure that IEP goals and programming respond to all needs identified in evaluation reports | | 2024-08-01 | 2025-06-15 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | **Com Step?** |
| Amanda Neill / Managing 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 | | 2024-08-01 | 2025-06-15 |
| **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** | |
| Revamp model for periodic progress monitoring meetings to make recommendations for adjustments to programming for students based on IEP services and data | | 2024-08-01 | 2025-06-15 |
| **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 leadership input | Yes | Yes |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Revamp progress monitoring data analysis tool to monitor data collection timelines | | 2024-08-01 | 2025-06-15 |
| **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 leadership input | 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: Develop a continuum of academic research-based interventions in ELA and math

|  |  |  |  |
| --- | --- | --- | --- |
| **Measurable Goals:** | | | |
| * 20% of students with an IEP in the 11th grade cohort will score proficient or higher on the Keystone exam.   12.5% of students with an IEP in the 11th grade cohort will score proficient or higher on the Keystone exam. * 12.5% of students with an IEP in the 11th grade cohort will score proficient or higher on the Keystone exam. * 20% of students with an IEP in the 11th grade cohort will score proficient or higher on the Keystone exam. | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **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 | 2025-06-15 |
| **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 leadership input | Yes | Yes |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Implement research-based interventions in ELA consistent with the needs of students based on IEP goals, data analysis, and recommendations in evaluation reports | | 2024-08-01 | 2025-06-15 |
| **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 | 2025-06-15 |
| **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 |

|  |  |
| --- | --- |
| **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 |

## Action Plan For: Behavioral supports by Social Work Team

|  |  |  |  |
| --- | --- | --- | --- |
| **Measurable Goals:** | | | |
| * 12.5% of students with an IEP in the 11th grade cohort will score proficient or higher on the Keystone exam. | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Increase Social Work & Counseling capacity to provide behavioral interventions for students | | 2024-08-01 | 2025-06-15 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | **Com Step?** |
| Amanda Neill / Managing Director of Student Supports | Social work salaries, clinical supervision, scheduling input from school leadership, intervention resources. At KIPP DuBois CS, the school allocated $28,554.00 for reading teacher salaries and an additional $40,020.00 for reading teacher benefits. For social workers the budget allocated $75,920.00 for salaries and an additional $25,377.00 for social worker benefits. For director of student services, the school allocated $87,167.00 for salaries and an additional $19,231.00 for Director of Student Services benefits. The school allocated $164,146.00 for teacher coach salaries and an additional $53,272.00 in benefits. The school allocated $100.00 for supplies for homeless students. The school allocated $2,120.00 for their parent communication system. The school also allocated $3,478.00 for supplies for parent engagement. In total the school budget was a total of $499,385.00. | Yes | Yes |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Coordinate and monitor student interventions | | 2024-08-01 | 2025-06-15 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | **Com Step?** |
| Director of Student Services | budget | Yes | Yes |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Develop robust behavioral intervention training series to support Tier 1 behavioral interventions | | 2024-08-01 | 2025-06-15 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | **Com Step?** |
| Director of Social Work | Director of Social Work stipend, behavioral intervention resources. | 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. | On a yearly basis, school leadership staff (i.e. Principal, Director of Operations) and regional office staff (i.e. Amanda Neil) will review professional development sessions, review and increase curricular resources, and additional supports and programming for students across the continua of learning in ELA and Math. This will be done via reviewing session slides and notes, and updating where necessary. PD sessions start in August. |

# 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 | * Align achievement assessments and data tools to implement and monitor student progress and programming * Develop a continuum of academic research-based interventions in ELA and math | Teacher Salary | 300000 |
| Instruction | * Align achievement assessments and data tools to implement and monitor student progress and programming * Develop a continuum of academic research-based interventions in ELA and math | Teach Coach Salary | 100000 |
| Instruction | * Align achievement assessments and data tools to implement and monitor student progress and programming * Develop a continuum of academic research-based interventions in ELA and math | Teacher Benefits | 148152 |
|  |  |  |  |
| Total Expenditures | | | | 548152 |

# Professional Development

## Professional Development Action Steps

|  |  |
| --- | --- |
| **Evidence-based Strategy** | Action Steps |
| Align achievement assessments and data tools to implement and monitor student progress and programming | Update analysis tool used to evaluate IEPs to ensure that IEP goals and programming respond to all needs identified in evaluation reports |
| Align achievement assessments and data tools to implement and monitor student progress and programming | Train Special Education leaders and teachers on implementation of revised IEP rubric |
| Align achievement assessments and data tools to implement and monitor student progress and programming | Revamp model for periodic progress monitoring meetings to make recommendations for adjustments to programming for students based on IEP services and data |
| Align achievement assessments and data tools to implement and monitor student progress and programming | Revamp progress monitoring data analysis tool to monitor data collection timelines |
| Develop a continuum of academic research-based interventions in ELA and math | Adjust recommended programming thresholds for students with IEPs that align to achievement and progress monitoring data |
| Develop a continuum of academic research-based interventions in ELA and math | Implement research-based interventions in ELA consistent with the needs of students based on IEP goals, data analysis, and recommendations in evaluation reports |
| Develop a continuum of academic research-based interventions in ELA and math | Implement research-based interventions in math consistent with the needs of students based on IEP goals, data analysis, and recommendations in evaluation reports |
| Behavioral supports by Social Work Team | Increase Social Work & Counseling capacity to provide behavioral interventions for students |
| Behavioral supports by Social Work Team | Coordinate and monitor student interventions |
| Behavioral supports by Social Work Team | Develop robust behavioral intervention training series to support Tier 1 behavioral interventions |

## Data Analysis for Students with IEPs

|  |  |  |
| --- | --- | --- |
| **Action Step** | | |
| * Train Special Education leaders and teachers on implementation of revised IEP rubric * Revamp progress monitoring data analysis tool to monitor data collection timelines | | |
| **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** |
| Sam Freeman - RDSS | 2025-08-01 | 2028-06-15 |

## Learning Format

|  |  |
| --- | --- |
| **Type of Activities** | **Frequency** |
| Workshop(s) | PDs take place annually during August for New and Returning KIPP teachers and staff. PDs also occur throughout the school year. |
| **Observation and Practice Framework Met in this Plan** | |
|  | |
| **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 * Revamp model for periodic progress monitoring meetings to make recommendations for adjustments to programming for students based on IEP services and data * Implement research-based interventions in math consistent with the needs of students based on IEP goals, data analysis, and recommendations in evaluation reports | | |
| **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** |
| Sam Freeman - RDSS | 2025-08-01 | 2028-06-15 |

## Learning Format

|  |  |
| --- | --- |
| **Type of Activities** | **Frequency** |
| Workshop(s) | Twice Annually |
| **Observation and Practice Framework Met in this Plan** | |
|  | |
| **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** | | |
| * Adjust recommended programming thresholds for students with IEPs that align to achievement and progress monitoring data * Revamp model for periodic progress monitoring meetings to make recommendations for adjustments to programming for students based on IEP services and data | | |
| **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** |
| Sam Freeman - RDSS | 2025-08-01 | 2028-06-15 |

## Learning Format

|  |  |
| --- | --- |
| **Type of Activities** | **Frequency** |
| Coaching (peer-to-peer; school leader-to-teacher; other coaching models) | PDs take place annually during August for New and Returning KIPP teachers and staff. PDs also occur throughout the school year. |
| **Observation and Practice Framework Met in this Plan** | |
|  | |
| **This Step Meets the Requirements of State Required Trainings** | |
| Teaching Diverse Learners in Inclusive Settings | |

## Language and Literacy Acquisition

|  |  |  |
| --- | --- | --- |
| **Action Step** | | |
| * Train Special Education leaders and teachers on implementation of revised IEP rubric * Coordinate and monitor student interventions | | |
| **Audience** | | |
| Teachers. | | |
| **Topics to be Included** | | |
| 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** | | |
| Teachers will undergo MAP and F&P 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. | | |
| **Lead Person/Position** | **Anticipated Start** | **Anticipated Completion** |
| Sam Freeman - RDSS, Eryn Tighe - APSS | 2025-08-01 | 2028-06-15 |

## Learning Format

|  |  |
| --- | --- |
| **Type of Activities** | **Frequency** |
| Coaching (peer-to-peer; school leader-to-teacher; other coaching models) | PDs take place annually during August for New and Returning KIPP teachers and staff. PDs also occur throughout the school year. |
| **Observation and Practice Framework Met in this Plan** | |
|  | |
| **This Step Meets the Requirements of State Required Trainings** | |
| Language and Literacy Acquisition for All Students | |

## Trauma Informed Training

|  |  |  |
| --- | --- | --- |
| **Action Step** | | |
| * Coordinate and monitor student interventions | | |
| **Audience** | | |
| 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. | | |
| **Topics to be Included** | | |
| 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 | | |
| **Evidence of Learning** | | |
| 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 | | |
| **Lead Person/Position** | **Anticipated Start** | **Anticipated Completion** |
| Michelle Icenogle - RDSW | 2025-08-01 | 2028-06-15 |

## Learning Format

|  |  |
| --- | --- |
| **Type of Activities** | **Frequency** |
| Workshop(s) | PD will take place annually during August for New and Returning KIPP teachers and staff. |
| **Observation and Practice Framework Met in this Plan** | |
|  | |
| **This Step Meets the Requirements of State Required Trainings** | |
| At Least 1-hour of Trauma-informed Care Training for All Staff | |

# Communications Activities

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Staff professional development | | | | | |
| **Action Step** | **Audience** | **Topics to be Included** | **Type of Communication** | **Anticipated Timeline Start Date** | **Anticipated Timeline Completion Date** |
| * Implement research-based interventions in ELA consistent with the needs of students based on IEP goals, data analysis, and recommendations in evaluation reports * Implement research-based interventions in math consistent with the needs of students based on IEP goals, data analysis, and recommendations in evaluation reports | Special Education Teachers, Special Education Leaders, School Leaders | Inform teachers of the final plan and their responsibilities to implement the plan successfully | Amanda Neill / Managing Director of Student Supports | 08/01/2024 | 06/15/2025 |
| **Communications** | | | | | |
| **Type of Communication** | | | **Frequency** | | |
| Newsletter | | | Weekly | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| School-to-home communication via ParentSquare & posted on website | | | | | |
| **Action Step** | **Audience** | **Topics to be Included** | **Type of Communication** | **Anticipated Timeline Start Date** | **Anticipated Timeline Completion Date** |
| * Revamp model for periodic progress monitoring meetings to make recommendations for adjustments to programming for students based on IEP services and data | Families | Programming for students with IEPs | Director of Student Supports | 08/01/2024 | 06/15/2025 |
| **Communications** | | | | | |
| **Type of Communication** | | | **Frequency** | | |
| Email | | | Once | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| BOT Communications | | | | | |
| **Action Step** | **Audience** | **Topics to be Included** | **Type of Communication** | **Anticipated Timeline Start Date** | **Anticipated Timeline Completion Date** |
| * Update analysis tool used to evaluate IEPs to ensure that IEP goals and programming respond to all needs identified in evaluation reports | Board of Trustees | ATSI Plan updates | Molly Eigen, CAO | 08/01/2024 | 06/15/2025 |
| **Communications** | | | | | |
| **Type of Communication** | | | **Frequency** | | |
| Presentation | | | At BOT meetings | | |

# Approvals & Signatures

|  |
| --- |
| **Uploaded Files** |
| * KDCA\_affirmation\_statement\_compschool.docx.pdf |

|  |  |
| --- | --- |
| **Chief School Administrator** | **Date** |
| Courtney Moragne | 2024-06-21 |
| **Building Principal Signature** | **Date** |
| Courtney Moragne | 2024-06-21 |
| **School Improvement Facilitator Signature** | **Date** |
| Chad Evans | 2024-06-20 |