**KIPP West Philadelphia CS**
Schoolwide Title 1 Comprehensive Plan | 2025 - 2028

# Profile and Plan Essentials

|  |  |
| --- | --- |
| **LEA Type** | AUN |
| KIPP West Philadelphia Charter School | 126515492 |
| **Address 1** |
| 5070 Parkside Ave |
| **Address 2** |
|  |
| **City** | **State** | **Zip Code** |
| Philadelphia | PA | 19131 |
| **Chief School Administrator** | **Chief School Administrator Email** |
| Cheshonna Miles | kwpeapde@kippphiladelphia.org |
| **Single Point of Contact Name** |
| Tracy Macarthur |
| **Single Point of Contact Email** |
| tmacarthur@kippphiladelphia.org |
| **Single Point of Contact Phone Number** | **Single Point of Contact Extension** |
| 2156302274 |  |
| **Principal Name** |
| Cheshonna Miles |
| **Principal Email** |
| kwpeapde@kippphiladelphia.org |
| **Principal Phone Number** | **Principal Extension** |
| 215.294.2973 |  |
| **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  |
| Amanda Neill  | Administrator  | KIPP  | aneill@kippphiladelphia.org  |
| Sean Tucker  | Principal  | KIPP  | stucker@kippphiladelphia.org  |
| Molly Eigen  | District Level Leaders  | KIPP  | meigen@kippphiladelphia.org  |
| Samantha Wilson Jones  | Board Member  | KIPP  | info@kippphiladelphia.org  |
| Natalie Wiltshire  | District Level Leaders  | KIPP  | nwhiltshire@kippphiladelphia.org  |
| Cheshonna Miles  | Principal  | KWPCS  | cmiles@kippphiladelphia.org  |
| Shavon Jordan  | Staff Member  | KWPCS  | Jhaggerty@kippphiladelphia.org  |
| Rashad Scott  | Teacher  | KWPCS  | rscott@kippphiladelphia.org  |
| Taylor Finnegan  | Teacher  | KWPCS  | TFinnegan@kippphiladelphia.org  |
| Julia Cadwallendar  | District Level Leaders  | KWPCS  | jcadwallendar@kippphiladelphia.org  |
| Ms. Murphy  | Community Member  | KWPCS  | info@kippphiladelphia.org  |
| Tiffany Bledsoe  | Parent  | KWPCS  | info@kippphiladelphia.org  |
| Kiana Freeman  | Parent  | KWPCS  | info@kippphiladelphia.org  |
|  |  |  |  |
| Ivana Gasiorowski  | Chief School Administrator  | KWPCS  | IGasiorowski@kippphiladelphia.org  |
|  |  |  |  |
|  |  |  |  |

# LEA Profile

The mission of KIPP West Philadelphia Charter School is to cultivate the intellect, character, skills, and habits of our students so that they can become empowered leaders who choose their own futures while leaving the world better than they found it.

We will realize our mission and vision if we are successful at living our values every day. Our values are bravery, curiosity, grit, gratitude, and love. These values are the basis for everything we do at KIPP West Philadelphia Charter School and describe how students, staff, and families will act in our school community.

KWPCS has a well-rounded and academically rigorous program that includes one hour of math, science and social studies as well as 2.5 hours of literacy instruction daily. Students also have classes in art, PE, music, character and have scheduled recess time.

# 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**

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**

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.

**Administration**

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.

**Parents**

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.

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.

**Community**

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.

**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 23-24 | The percentage of students in the All Student Group achieving Proficient or Advanced levels in English Language Arts/Literature meets the established interim goal or designated improvement target, and the group exceeds the academic growth standard, demonstrating progress beyond expected benchmarks. |
| College and Career 23-24 | The percentage of students in the All Student Group meeting the Career Standards Benchmark satisfies the performance standard for College and Career Measures. |
| Science and Biology 23-24 | The All Student Group meets the interim goal or improvement target in Science/Biology, with 35 percent of students achieving the expected performance level. |

### Challenges

|  |  |
| --- | --- |
| Indicator | Comments/Notable Observations |
|  |  |
|  |  |
| Regular Attendance | The All Student Group did not meet the performance standard for Regular Attendance, with only 57 percent of students not classified as chronically absent. |
| Mathematics/Algebra 23-24 | The All Student Group did not meet the interim goal or improvement target in Mathematics/Algebra, with only 11 percent of students deemed proficient or advanced. |
| Science/Biology 23-24 | The All Student Group did not meet the standard for demonstrating academic growth in Science/Biology, with 58 percent of students showing growth. |

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

### Strengths

|  |  |
| --- | --- |
| **Indicator**English Language Arts/Literature 23-24**ESSA Student Subgroups**African-American/Black, Economically Disadvantaged, Students with Disabilities | **Comments/Notable Observations**The percentage of students in the All Student Group achieving Proficient or Advanced levels in English Language Arts/Literature meets the established interim goal or designated improvement target, and the group exceeds the academic growth standard, demonstrating progress beyond expected benchmarks. |
| **Indicator****ESSA Student Subgroups** | **Comments/Notable Observations** |
| **Indicator**Career Standards Benchmark**ESSA Student Subgroups**African-American/Black, Economically Disadvantaged, Students with Disabilities | **Comments/Notable Observations**Ninety-seven percent of students are meeting the Career Standards Benchmark, demonstrating strong alignment with the established performance expectations |

### Challenges

|  |  |
| --- | --- |
| **Indicator**Science/Biology
All Student Group Did Not Meet the Standard Demonstrating Growth**ESSA Student Subgroups**African-American/Black | **Comments/Notable Observations**Students in this ESSA Student Subgroup had a lower academic growth score compared to previous year, although there is insufficient data for previous year. |
| **Indicator**Mathematics/Algebra
All Student Group Did Not Meet the Standard Demonstrating Growth**ESSA Student Subgroups**African-American/Black, Economically Disadvantaged | **Comments/Notable Observations**Students are scoring significantly lower than statewide average in percent advanced category. |

## 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 23-24 - The percentage of students in the All Student Group achieving Proficient or Advanced levels in English Language Arts/Literature meets the established interim goal or designated improvement target, and the group exceeds the academic growth standard, demonstrating progress beyond expected benchmarks. |
| College and Career 23-24 - The percentage of students in the All Student Group meeting the Career Standards Benchmark satisfies the performance standard for College and Career Measures. |
| Science and Biology 23-24 - The All Student Group meets the interim goal or improvement target in Science/Biology, with 35 percent of students achieving the expected performance level. |

### 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.

|  |
| --- |
| Regular Attendance - The All Student Group did not meet the performance standard for Regular Attendance, with only 57 percent of students not classified as chronically absent. |
| Mathematics/Algebra 23-24 - The All Student Group did not meet the interim goal or improvement target in Mathematics/Algebra, with only 11 percent of students deemed proficient or advanced.  |
| Science/Biology 23-24 - The All Student Group did not meet the standard for demonstrating academic growth in Science/Biology, with 58 percent of students showing growth. |

# Local Assessment

## English Language Arts

|  |  |
| --- | --- |
| **Data** | **Comments/Notable Observations** |
| NWEA MAP Growth Assessment - Percent of students at or above the 50th percentile | Only 27% of all students in grades K-8 achieved at or above the 50th percentile in the Winter Administration of SY 2023-24. Only 8% 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 32% in the Fall of 2022 to 44% by the Spring of 2023. In SY 2023-24 the percent of students at or above benchmark in grades K-2 went from 36% in the Fall of 2021 to 41% by the Winter of 2024. |
| NWEA MAP Growth Assessment - Percent of Students hitting typical growth goals | In ELA 45% of all students Met Typical growth goals in Winter of SY 2023-24 that is up from 40% in Winter of SY 2022-23, and 39% in Spring of SY 2022-23. This is close to our goal of at least 50% hitting growth goals. Almost the same percent of students with IEPs experienced typical growth (44%) in the Winter of SY 2023-24. This represents a significant reduction in the gap between the growth of students with and without IEPs. |

## English Language Arts Summary

### Strengths

|  |
| --- |
| NWEA MAP Growth Assessment - Percent of Students hitting typical growth goals: Both the all students sub group and students with IEPS were close to the 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, and the gap between students with and without IEPs is shrinking. |
| DIBELS (Dynamic Indicators of Basic Early Literacy Skills) - Percent of students at Benchmark: In addition to the pre-pandemic strategies. KWCS 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: KWCS 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 at or above the 50th percentile: MAP results indicate that most students are 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 | 46% of all students Met Typical growth goals in Winter of SY 2023-24 that is up from 45% in Winter of SY 2022-23, and 44% in Spring of SY 2022-23. This is close to our goal of at least 50% hitting growth goals. 48% of students with IEPs experienced typical growth in the Winter of SY 2023-24. This represents the elimination of the gap that previously existed in the growth of students with and without IEPs. |
| NWEA MAP Growth Assessment - Percent of students at or above the 50th percentile | Only 22% of all students in grades K-8 achieved at or above the 50th percentile in the Winter Administration of SY 2023-24. Only 8% 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 were close to 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. |
| KWCS 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 36% percent of students demonstrated a basic mastery of science content. |
| Curriculum Assessments 4th Grade (KIPP Created) | In SY 2023-24 81% percent of students demonstrated a basic mastery of science content. |

## Science, Technology, and Engineering Education Summary

### Strengths

|  |
| --- |
| KWPCS 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. The pilot started in elementary school which may be why science achievement in science is higher in lower grades. |

### Challenges

|  |
| --- |
| It takes time for teachers to master the use of a new curriculum. KWCS began transitioning to amplify in SY 2022-23 in elementary grades. By SY 2024-25 KPCS middle school science teachers will be in their 2nd year of 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 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. |
| Regional Career Integration Taskforce | We are convening a Regional Career Integration Taskforce. This taskforce will work to streamline career activites and share best practices and resources across the region. |

## 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.  |

### 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

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

## Students Considered Economically Disadvantaged

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

|  |  |
| --- | --- |
| Data | Comments/Notable Observations |
| Economic Disadvantage 10/3 snapshot | The low income enrollment percent was 87.90. |
| PSSA ELA Performance | For grades 3-4, 38% scored below basic, 40% scored basic, 19% scored proficient, and 3% scored advanced. For grades 5-8, 18% scored below basic, 49% scored basic, 28% scored proficient, and 4% scored advanced. |
| PSSA Math Performance | For grades 3-4, 58% scored below basic, 28% scored basic, 14% scored proficient, and 1% scored advanced. For grades 5-8, 75% scored below basic, 24% scored basic, and 1% scored proficient. |
| PSSA Science Performance | For grades 3-4, 27% scored below basic, 29% scored basic, 37 scored proficient, and 6% scored proficient. For grades 5-8, 49% scored below basic, 31% scored basic, 19% scored proficient, and 1% were 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 subgroup scored 29% proficient in ELA, 6% in Math, and 34% in Science. |
| Hispanic  | Students in this subgroup scored 50 proficient in ELA and 25% in Math. Science data not available. |
| 2 or More Races  | Students in this subgroup scored 57% proficient in ELA. Math and Science data not available. |

## 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 students with disabilities, 9% of students scored proficient in ELA.  |
|  |
|  |
|  |
|  |

### 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.

|  |
| --- |
| Eighty seven percent of students are considered economically disadvantaged.  |
| Many of our students are scoring in the below basic and basic range.  |
|  |
|  |
|  |

# 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.

### 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.
 |
| Implementing both more data driven instruction tactics and developing our intervention model has led to improved student achievement. |

### 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 ensure the fidelity to quality Intervention curriculum. |
| 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. This is especially important in the wake of a year of school where majority spent learning virtually. Our Initial analysis, shows that the majority of students decreased in the MAP percentile reflecting the large disruption in learning. |
| 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 |

# 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 23-24 - The percentage of students in the All Student Group achieving Proficient or Advanced levels in English Language Arts/Literature meets the established interim goal or designated improvement target, and the group exceeds the academic growth standard, demonstrating progress beyond expected benchmarks. | False |
| College and Career 23-24 - The percentage of students in the All Student Group meeting the Career Standards Benchmark satisfies the performance standard for College and Career Measures. | False |
| NWEA MAP Growth Assessment - Percent of Students hitting typical growth goals: Both the all students sub group and students with IEPS were close to the 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, and the gap between students with and without IEPs is shrinking. | False |
| DIBELS (Dynamic Indicators of Basic Early Literacy Skills) - Percent of students at Benchmark: In addition to the pre-pandemic strategies. KWCS 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 |
| Science and Biology 23-24 - The All Student Group meets the interim goal or improvement target in Science/Biology, with 35 percent of students achieving the expected performance level. | False |
| NWEA MAP Growth Assessment - Percent of Students hitting typical growth goals: Both the all students sub group and students with IEPS were close to 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 |
| KWPCS 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. The pilot started in elementary school which may be why science achievement in science is higher in lower grades. | 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 |
| For students with disabilities, 9% of students scored proficient in ELA.  | False |
| Over the last two years, we’ve closely aligned our curriculum in science, math and ELA to PA Core standards and state assessments. | False |
| DIBELS (Dynamic Indicators of Basic Early Literacy Skills) - Percent of students at Benchmark: KWCS 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 |
| 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. | True |
| We’ve implemented intensive leadership development for principals, assistant principals and teacher leaders to build skill, mindset and best practices.
 | True |
| Implementing both more data driven instruction tactics and developing our intervention model has led to improved student achievement.  | 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 |
| Regular Attendance - The All Student Group did not meet the performance standard for Regular Attendance, with only 57 percent of students not classified as chronically absent. | False |
| Mathematics/Algebra 23-24 - The All Student Group did not meet the interim goal or improvement target in Mathematics/Algebra, with only 11 percent of students deemed proficient or advanced.  | 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. | True |
| KWCS 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 |
| Science/Biology 23-24 - The All Student Group did not meet the standard for demonstrating academic growth in Science/Biology, with 58 percent of students showing growth. | False |
| NWEA MAP Growth Assessment - Percent of students at or above the 50th percentile: MAP results indicate that most students are 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. | True |
| 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 |
| Eighty seven percent of students are considered economically disadvantaged.  | False |
| We need to ensure the fidelity to quality Intervention curriculum. | True |
| 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. This is especially important in the wake of a year of school where majority spent learning virtually. Our Initial analysis, shows that the majority of students decreased in the MAP percentile reflecting the large disruption in learning.  | True |
| 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 | False |
| Many of our students are scoring in the below basic and basic range.  | False |
| It takes time for teachers to master the use of a new curriculum. KWCS began transitioning to amplify in SY 2022-23 in elementary grades. By SY 2024-25 KPCS middle school science teachers will be in their 2nd year of implementing the program and achievement is expected to increase as teachers gain more experience executing the curriculum.  | 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** |
| 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 |
| We need to ensure the fidelity to quality Intervention curriculum. |  | True |
| 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. This is especially important in the wake of a year of school where majority spent learning virtually. Our Initial analysis, shows that the majority of students decreased in the MAP percentile reflecting the large disruption in learning.  |  | False |
| NWEA MAP Growth Assessment - Percent of students at or above the 50th percentile: MAP results indicate that most students are 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. |  | True |

## Analyzing Strengths

|  |  |
| --- | --- |
| Analyzing Strengths | Discussion Points |
| 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.
 |  |

## Priority Challenges

|  |  |
| --- | --- |
| Analyzing Priority Challenges | Priority Statements |
|  | Continue to implement and refine student interventions and differentiation to meet student needs to drive student growth and achievement to address the unfinished learning that occurred during virtual learning. |
|  | Focus on K-2 literacy and 5-8 math instruction by providing intensive teacher professional development, curriculum implementation, and focused differentiation. |

# Goal Setting

## Priority: Continue to implement and refine student interventions and differentiation to meet student needs to drive student growth and achievement to address the unfinished learning that occurred during virtual learning.

|  |
| --- |
| **Outcome Category** |
| English Language Arts  |
| **Measurable Goal Statement (Smart Goal)** |
| 29% of students will be on grade level in Reading as measured by NWEA. |
| **Measurable Goal Nickname (35 Character Max)** |
| ELA |
| **Target Year 1** | **Target Year 2** | **Target Year 3** |  |
| 29% of students will be on grade level in Reading as measured by NWEA | 29% of students will be on grade level in Reading as measured by NWEA | 29% of students will be on grade level in Reading as measured by NWEA. |  |
| **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| 80% completion of MAP administration | 80% completion of MAP administration | 40% of students of students showing growth on ELA Winter MAP assessment | 29% of students will be on grade level in Reading as measured by NWEA |

|  |
| --- |
| **Outcome Category** |
| Mathematics  |
| **Measurable Goal Statement (Smart Goal)** |
| 20% of students will be on grade level in Math as measured by NWEA. |
| **Measurable Goal Nickname (35 Character Max)** |
| Math |
| **Target Year 1** | **Target Year 2** | **Target Year 3** |  |
| 20% of students will be on grade level in Math as measured by NWEA | 20% of students will be on grade level in Math as measured by NWEA | 20% of students will be on grade level in Math as measured by NWEA. |  |
| **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| 80% completion of MAP administration | 80% completion of MAP administration | 40% of students of students showing growth on Math Winter MAP assessment | 20% of students will be on grade level in Math as measured by NWEA |

## Priority: Focus on K-2 literacy and 5-8 math instruction by providing intensive teacher professional development, curriculum implementation, and focused differentiation.

|  |
| --- |
| **Outcome Category** |
| English Language Arts  |
| **Measurable Goal Statement (Smart Goal)** |
| 29% of students will be on grade level in Reading as measured by NWEA. |
| **Measurable Goal Nickname (35 Character Max)** |
| ELA - Intervention |
| **Target Year 1** | **Target Year 2** | **Target Year 3** |  |
| 29% of students will be on grade level in Reading as measured by NWEA. | 29% of students will be on grade level in Reading as measured by NWEA. | 29% of students will be on grade level in Reading as measured by NWEA. |  |
| **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| 80% completion of MAP administration | 80% completion of MAP administration | 40% of students of students showing growth on ELA Winter MAP | 60% of students will grow in reading as measured by the NWEA ELA assessment |

|  |
| --- |
| **Outcome Category** |
| Mathematics  |
| **Measurable Goal Statement (Smart Goal)** |
| 20% of students will be on grade level in Math as measured by NWEA. |
| **Measurable Goal Nickname (35 Character Max)** |
| Math - Intervention |
| **Target Year 1** | **Target Year 2** | **Target Year 3** |  |
| 20% of students will be on grade level in Math as measured by NWEA. | 20% of students will be on grade level in Math as measured by NWEA. | 20% of students will be on grade level in Math as measured by NWEA. |  |
| **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| 80% completion of MAP administration | 80% completion of MAP administration | 40% of students of students showing growth on Math Winter MAP | 20% of students will be on grade level in Math as measured by NWEA. |

# Action Plan

## Measurable Goals

|  |  |
| --- | --- |
| ELA  | Math |
| ELA - Intervention | Math - Intervention |

## Action Plan For: Fidelity to intervention programming

|  |
| --- |
| **Measurable Goals:** |
| * 29% of students will be on grade level in Reading as measured by NWEA.
* 20% of students will be on grade level in Math as measured by NWEA.
* 20% of students will be on grade level in Math as measured by NWEA.
* 29% of students will be on grade level in Reading as measured by NWEA.
 |

|  |  |
| --- | --- |
| **Action Step** | **Anticipated Start/Completion Date** |
| KWPCS will hire co teachers in grades K-1.  | 2024-08-01 | 2025-06-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | **Com Step?** |
| Principal | Title I breakdown.  | Yes  | No  |
| **Action Step** | **Anticipated Start/Completion Date** |
| KWPEA will have teacher coaches.  | 2024-08-01 | 2025-06-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | **Com Step?** |
| Principal | Title I breakdown | Yes  | Yes  |
| **Action Step** | **Anticipated Start/Completion Date** |
| Research-Based Intervention Curricula for K-4. This includes Fundations, LLI, TouchMath and Number Worlds. | 2024-08-01 | 2025-06-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | **Com Step?** |
| Amanda Neill / Regional Managing Director of Student Supports | Curricular materials, instructional rubric.  | Yes  | Yes  |
| **Action Step** | **Anticipated Start/Completion Date** |
| Increase parent engagement around student learning (including academic themed nights) | 2024-08-01 | 2025-06-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | **Com Step?** |
| Principal | Title I breakdown | No  | Yes  |
| **Action Step** | **Anticipated Start/Completion Date** |
| Hire reading teacher to provide additional math instruction. | 2024-08-01 | 2025-06-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | **Com Step?** |
| Principal | Title I breakdown | No  | No  |
| **Action Step** | **Anticipated Start/Completion Date** |
| Research-Based Intervention Curricula for 5-12 including JustWords, LLI, Wilson and Number Worlds. | 2024-08-01 | 2025-06-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | **Com Step?** |
| Principal | Chromebooks | No  | No  |

|  |  |
| --- | --- |
| **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.

 | NWEA MPA assessment administered 3x per year to all students K-8.
 |

## Action Plan For: Focus on K-2 Literacy

|  |
| --- |
| **Measurable Goals:** |
| * 29% of students will be on grade level in Reading as measured by NWEA.
* 29% of students will be on grade level in Reading as measured by NWEA.
 |

|  |  |
| --- | --- |
| **Action Step** | **Anticipated Start/Completion Date** |
| KWPCS will have teacher coaches.  | 2024-08-01 | 2025-06-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | **Com Step?** |
| Principal | Title I breakdown | Yes  | Yes  |
| **Action Step** | **Anticipated Start/Completion Date** |
| Ensure implementation of literacy and writing curriculum including - Fundations, Heggerty, Geodes, CKLA Knowledge and Being a Writer.  | 2024-08-01 | 2025-06-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | **Com Step?** |
| Principal | Curriculum | No  | No  |
| **Action Step** | **Anticipated Start/Completion Date** |
| Provide professional development for teachers including the following topics: LETRS Training., Curricular Assessments, DIBELS, and NWEA MAP | 2024-08-01 | 2025-06-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | **Com Step?** |
| Prinicipal | Summer and Wednesday PD time | Yes  | No  |

|  |  |
| --- | --- |
| **Anticipated Output** | **Monitoring/Evaluation (People, Frequency, and Method)** |
| K-2 students increase percent on grade level from fall to spring assessment windows.  | NWEA MPA assessment administered 3x per year to all students K-8. |

## Action Plan For: 5-8 Math

|  |
| --- |
| **Measurable Goals:** |
| * 20% of students will be on grade level in Math as measured by NWEA.
* 20% of students will be on grade level in Math as measured by NWEA.
 |

|  |  |
| --- | --- |
| **Action Step** | **Anticipated Start/Completion Date** |
| KWPCS will have teacher coaches.  | 2024-08-01 | 2025-06-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | **Com Step?** |
| Principal  | Title I | Yes  | Yes  |
| **Action Step** | **Anticipated Start/Completion Date** |
| Implement new math curriculum - Eureka Squared | 2024-08-01 | 2025-06-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | **Com Step?** |
| Principal | New Curriculum | Yes  | Yes  |
| **Action Step** | **Anticipated Start/Completion Date** |
| Teacher and leader professional development on math content knowledge | 2024-08-12 | 2025-06-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | **Com Step?** |
| Principal | PD time | Yes  | No  |

|  |  |
| --- | --- |
| **Anticipated Output** | **Monitoring/Evaluation (People, Frequency, and Method)** |
| Increase in % of students on grade level in Math. | NWEA MPA assessment administered 3x per year to all students K-8. |

## Action Plan For: Professional Learning Communities

|  |
| --- |
| **Measurable Goals:** |
| * 29% of students will be on grade level in Reading as measured by NWEA.
* 20% of students will be on grade level in Math as measured by NWEA.
* 20% of students will be on grade level in Math as measured by NWEA.
* 29% of students will be on grade level in Reading as measured by NWEA.
 |

|  |  |
| --- | --- |
| **Action Step** | **Anticipated Start/Completion Date** |
| Create Professional Learning Communities to provide space for teachers to collaborate, internalize lessons, and respond to data | 2024-08-01 | 2025-06-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | **Com Step?** |
| Principal  | Title I breakdown | Yes  | Yes  |
| **Action Step** | **Anticipated Start/Completion Date** |
| Develop a PD calendar  | 2024-08-01 | 2025-06-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | **Com Step?** |
| Head of Schools (Principal Manager) | Title I | Yes  | Yes  |
| **Action Step** | **Anticipated Start/Completion Date** |
| Provide three day New Teacher Orientation  | 2024-08-01 | 2025-06-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | **Com Step?** |
| CAO | Title I | Yes  | Yes  |
| **Action Step** | **Anticipated Start/Completion Date** |
| Provide two weeks of August professional development  | 2024-08-01 | 2025-06-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | **Com Step?** |
| CAO | Title I | Yes  | Yes  |

|  |  |
| --- | --- |
| **Anticipated Output** | **Monitoring/Evaluation (People, Frequency, and Method)** |
| PD agendas, school calendar, PD schedule, observation tracker, PD slide decks, data reports, data protocol | Teacher observations (x3 a year), data analysis of student growth (x3 a year), New Teacher Orientation (August), Teacher August PD |

# Expenditure Tables

## School Improvement Set Aside Grant

**False** School does not receive School Improvement Set Aside Grant.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Expenditure Description**  | **Action Plan(s)** | **eGgrant Budget Category (Set Aside grant)** | **ESSA Tier** | **Amount** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
| **Total Expenditures** |  |

## 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** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| Total Expenditures |  |

# Professional Development

## Professional Development Action Steps

|  |  |
| --- | --- |
| **Evidence-based Strategy** | Action Steps |
| Fidelity to intervention programming | KWPCS will hire co teachers in grades K-1.  |
| Fidelity to intervention programming | KWPEA will have teacher coaches.  |
| Fidelity to intervention programming | Research-Based Intervention Curricula for K-4. This includes Fundations, LLI, TouchMath and Number Worlds. |
| Focus on K-2 Literacy | KWPCS will have teacher coaches.  |
| Focus on K-2 Literacy | Provide professional development for teachers including the following topics: LETRS Training., Curricular Assessments, DIBELS, and NWEA MAP |
| 5-8 Math | KWPCS will have teacher coaches.  |
| 5-8 Math | Implement new math curriculum - Eureka Squared |
| 5-8 Math | Teacher and leader professional development on math content knowledge |
| Professional Learning Communities  | Create Professional Learning Communities to provide space for teachers to collaborate, internalize lessons, and respond to data |
| Professional Learning Communities  | Develop a PD calendar  |
| Professional Learning Communities  | Provide three day New Teacher Orientation  |
| Professional Learning Communities  | Provide two weeks of August professional development  |

## Students with disabilities

|  |
| --- |
| **Action Step** |
| * Research-Based Intervention Curricula for K-4. This includes Fundations, LLI, TouchMath and Number Worlds.
 |
| **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** |
| Samantha Freeman Director of SPED | 2024-08-01 | 2025-06-30 |

## Learning Format

|  |  |
| --- | --- |
| **Type of Activities** | **Frequency** |
| Other  | 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** |
| * KWPCS will hire co teachers in grades K-1.
* KWPCS will have teacher coaches.
* Research-Based Intervention Curricula for K-4. This includes Fundations, LLI, TouchMath and Number Worlds.
* Provide professional development for teachers including the following topics: LETRS Training., Curricular Assessments, DIBELS, and NWEA MAP
 |
| **Audience** |
| Teachers and staff.  |
| **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** |
| Cheshonna Miles, Principal - Samantha Freeman Director of SPED | 2024-08-01 | 2025-06-30 |

## Learning Format

|  |  |
| --- | --- |
| **Type of Activities** | **Frequency** |
| Other  | 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** |
| * KWPCS will hire co teachers in grades K-1.
* KWPEA will have teacher coaches.
* Research-Based Intervention Curricula for K-4. This includes Fundations, LLI, TouchMath and Number Worlds.
 |
| **Audience** |
| Teachers and staff.  |
| **Topics to be Included** |
| KIPP Philadelphia Public Schools will embody a Trauma-Informed Approach and support our students by training adults in three key areas: Safety, Connection & Regulation. KPPS will also devote time to review trauma and the brain, and co-regulation and de-escalation practices. Co-Regulation and De-Escalation are two strategies to
positively respond to student expressions of stress & trauma and our continued practice of these strategies will improve our classroom and school culture.  |
| **Evidence of Learning** |
| 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** |
| Social Worker, Samantha Freeman Director of SPED | 2024-08-01 | 2025-06-30 |

## 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  |

## Math Content Knowledge

|  |
| --- |
| **Action Step** |
| * Implement new math curriculum - Eureka Squared
* Teacher and leader professional development on math content knowledge
 |
| **Audience** |
| Math teachers & assistant principals  |
| **Topics to be Included** |
| Math content knowledge, Eureka Square, NWEA Math Assessment, data analysis |
| **Evidence of Learning** |
| Teacher observations |
| **Lead Person/Position** | **Anticipated Start** | **Anticipated Completion** |
| Principal  | 2024-08-01 | 2025-06-30 |

## Learning Format

|  |  |
| --- | --- |
| **Type of Activities** | **Frequency** |
| Inservice day  | Quarterly |
| **Observation and Practice Framework Met in this Plan** |
|  |
| **This Step Meets the Requirements of State Required Trainings** |
| Teaching Diverse Learners in Inclusive Settings  |

## Professional Ethics

|  |
| --- |
| **Action Step** |
| * Provide three day New Teacher Orientation
* Provide two weeks of August professional development
 |
| **Audience** |
| School Staff and Teachers |
| **Topics to be Included** |
| Summer PD
-School staff and all teachers will attend Professional Ethics PDs over several training sessions.
- Attendees will learn about professional expectations, including clarity on parent and student communication
and expectations.
- Attendees will start to build a community with fellow teachers and school staff, while maintaining
professional boundaries.
- Attendees will also promote the health and safety of students by establishing and maintaining appropriate
verbal, physical, emotional, and social boundaries.
 |
| **Evidence of Learning** |
| Attendees will attend a PD and ask to answer common school scenarios.  |
| **Lead Person/Position** | **Anticipated Start** | **Anticipated Completion** |
| Amanda Rau, Managing Director of Teaching and Learning | 2024-08-01 | 2025-06-30 |

## Learning Format

|  |  |
| --- | --- |
| **Type of Activities** | **Frequency** |
| Other  | Yearly |
| **Observation and Practice Framework Met in this Plan** |
|  |
| **This Step Meets the Requirements of State Required Trainings** |
| Professional Ethics  |

## Culturally Relevant and Sustaining Education (CR-SE)

|  |
| --- |
| **Action Step** |
| * Provide three day New Teacher Orientation
* Provide two weeks of August professional development
 |
| **Audience** |
| School staff and teachers |
| **Topics to be Included** |
| - School staff and all teachers will attend the “Session A CRSP” PD led by the Director of Equity & Cultural Proficiency. - Attendees will learn about the KIPP Liberatory Approach, - Attendees will discuss the definitions of Culturally Responsive-Sustaining Pedagogy, - Attendees will also learn to plan to observe and/or implement a piece of CRSP into your practice.  |
| **Evidence of Learning** |
| Attendees will be asked to name the 8 competencies of CRSP (Culturally Responsive Pedagogy) and implement them into their practice.  |
| **Lead Person/Position** | **Anticipated Start** | **Anticipated Completion** |
| Danielle Cooper Williams, Director of Equity & Cultural Proficiency | 2024-08-01 | 2025-06-30 |

## Learning Format

|  |  |
| --- | --- |
| **Type of Activities** | **Frequency** |
| Other  | Yearly |
| **Observation and Practice Framework Met in this Plan** |
|  |
| **This Step Meets the Requirements of State Required Trainings** |
| Common Ground: Culturally Relevant Sustaining Education  |

# Communications Activities

|  |
| --- |
| Staff professional development |
| **Action Step** | **Audience** | **Topics to be Included** | **Type of Communication** | **Anticipated Timeline Start Date** | **Anticipated Timeline Completion Date** |
|  | School Leadership teams, Teacher Coaches | Feedback from classroom observations, best practices and recommendations on effective teaching | Principal | 08/01/2024 | 06/30/2025 |
| **Communications** |
| **Type of Communication** | **Frequency** |
| Presentation | Virtual/In-Person weekly to monthly checkins  |

|  |
| --- |
| Virtual Learning and resources |
| **Action Step** | **Audience** | **Topics to be Included** | **Type of Communication** | **Anticipated Timeline Start Date** | **Anticipated Timeline Completion Date** |
| * Increase parent engagement around student learning (including academic themed nights)
 | Families and students | -Classroom expectations
-Best practices for curricular implementation
-Social Emotional resources available  | Principal | 08/01/2024 | 06/30/2025 |
| **Communications** |
| **Type of Communication** | **Frequency** |
| Newsletter | Weekly/Monthly  |
| Posting on district website | Weekly/Monthly  |
| Email | Weekly/Monthly  |

# Approvals & Signatures

|  |
| --- |
| **Uploaded Files** |
|  |

|  |  |
| --- | --- |
| **Chief School Administrator** | **Date** |
| Cheshonna Miles | 2024-06-21 |
| **Building Principal Signature** | **Date** |
| Cheshonna Miles | 2024-06-21 |
| **School Improvement Facilitator Signature** | **Date** |
|  |  |