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
Kiana Freeman	Parent	KDCA	liciababe27@gmail.com
Ainyae Alston	Parent	KDCA	makai0327@gmail.com
Anis Leach	Student	KDCA	anisleach24@kippphillyschools.org
Ameena Brown	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	

Proficient or Advanced in English Language Arts/Literature

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
PVASS - Literature	All Student Group Exceeds the Standard Demonstrating Growth in Literature (23-24 Results)
PVASS - Algebra	All Student Group Meets the Growth Standard Demonstrating Growth in Algebra (23-24 Results)
PVASS - Biology	All Student Group Meets the Growth Standard Demonstrating Growth in Biology (23-24 Results)
Career Standards Benchmark	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. 96.7% of students met the career standards benchmark (23-24)

Challenges

Indicator	Comments/Notable Observations
Keystone Literature Proficiency	40% of students were proficient or advanced on the Keystone Literature exam (23-24)
Keystone Algebra Proficiency	11.7% of students were proficient or advanced on the Keystone Literature exam (23-24)
Keystone - Biology	13.6% of students were proficient or advanced on the Keystone Literature exam (23-24)
Regular Attendance	56.6% attended school regularly (22-23 data)

Proficient or Advanced in Mathematics/Algebra

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

Strengths

Indicator	Comments/Notable Observations
Indicator Regular Attendance **ESSA Student Subgroups** Students with Disabilities	**Comments/Notable Observations** Student w/ Disabilities: % of students attending regularly increased by 10% from 43.4 to 53.3% from 22-23 to 23.24
Indicator PVASS - Literature **ESSA Student Subgroups**	**Comments/Notable Observations** Students with disabilities met the growth standard in Literature (23-24)

Students with Disabilities	
Indicator Four-Year Cohort **ESSA Student Subgroups** African-American/Black, Economically Disadvantaged	**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 PVASS - Algebra **ESSA Student Subgroups** Students with Disabilities	**Comments/Notable Observations** Students with disabilities met the growth standard in Algebra (23-24)

Indicator Keystone Literature Proficiency **ESSA Student Subgroups** Students with Disabilities	**Comments/Notable Observations** 9.1% of students with disabilities were proficient on the Keystone Literature exam.
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.
Indicator Keystone Algebra Proficiency **ESSA Student Subgroups**	**Comments/Notable Observations** Students in all three of these ESSA Student subgroups were less than 12 percent proficient on the Keystone Algebra exam.

Meeting Annual Academic Growth Expectations (PVAAS) in English Language Arts/Literature

Meeting Annual Academic Growth Expectations (PVAAS) in Mathematics/Algebra

English Language Growth and Attainment

Regular Attendance

Career Standards Benchmark

High School Graduation Rate Four-Year Cohort

Summary

Strengths
Review the strengths listed. Adjust the list to include 2-5 strengths that have had the most significant impact in addressing your most pressing challenges.

All Student Group Exceeds the Standard Demonstrating Growth in Literature (23-24 Results)
Four-Year Cohort All Student Group Meets 2033 Statewide Goal in Graduation Rate.
All Student Group Meets the Growth Standard Demonstrating Growth in Algebra (23-24 Results)

Challenges
Review the challenges listed. Adjust the list to include 2-5 challenges that, 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

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.

Mathematics

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

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.

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.

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.

The majority of students performing below grade level on the Keystone Literature and Keystone Algebra exams.
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	Emerging
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Emerging
Identify and address individual student learning needs	Operational
Provide frequent, timely, and systematic feedback and support on instructional practices	Operational

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Emerging
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	Emerging
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Emerging
Continuously monitor implementation of the school improvement plan and adjust as needed	Not Yet Evident

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	Emerging
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Emerging
Implement a multi-tiered system of supports for academics and behavior	Emerging
Implement evidence-based strategies to engage families to support learning	Emerging
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Emerging

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	Operational
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
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
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
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
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
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
All Student Group Exceeds the Standard Demonstrating Growth in Literature (23-24 Results)	False
Four-Year Cohort All Student Group Meets 2033 Statewide Goal in Graduation Rate.	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
We have a systematic approach to teacher feedback and support through regular observations, feedback and practice sessions.	False

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
For the 23-24 SY, 96.7% of Sub-Group meets the career standards benchmark.	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
All Student Group Meets the Growth Standard Demonstrating Growth in Algebra (23-24 Results)	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
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
	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
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
	False
	False
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
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
The majority of students performing below grade level on the Keystone Literature and Keystone Algebra exams.	True
A continuum of academic research-based interventions	True
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
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
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
The majority of students performing below grade level on the Keystone Literature and Keystone Algebra exams.	The majority of students performing below grade level on the Keystone Literature and Keystone Algebra exams.	True
A continuum of academic research-based interventions	KDCA has struggled to implement a Tier I curriculum in ELA and math with consistently and effectively.	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
	The majority of students are below grade level in math and reading. To address the low student outcomes in math and reading KDCA will improve teacher practice by implementing Professional Learning Communities to improve content knowledge, strengthen instructional practices, and build strong staff relationships to maintain staff retention.
	The majority of students are below grade level in math and reading. To address the low student outcomes in math and reading KDCA will improve teacher practice by implementing Tier I instruction with fidelity through the adoption of a new curriculum, professional development and teacher coaching.

Goal Setting

Priority: The majority of students are below grade level in math and reading. To address the low student outcomes in math and reading KDCA will improve teacher practice by implementing Professional Learning Communities to improve content knowledge, strengthen instructional practices, and build strong staff relationships to maintain staff retention.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
By June 2028, 50% of 11 grade students will score proficient or higher on the Keystone Literacy Assessment.			
Measurable Goal Nickname (35 Character Max)			
ELA - PLC			
Target Year 1	**Target Year 2**	**Target Year 3**	
By June 2026, 41% of 11 grade students will score proficient or higher on the Keystone Literacy Assessment.	By June 2027, 45% of 11 grade students will score proficient or higher on the Keystone Literacy Assessment.	By June 2028, 50% of 11 grade students will score proficient or higher on the Keystone Literacy Assessment.	
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
By September 30, 2025, 35% of 9-11 grade students will be projected proficient on the Keystone Literacy Assessment as measured by IReady.	By December 30, 2025, 30% of below grade level 9-11 grade students will use IReady personalized instruction an average of 45 minutes a week.	By March 30, 2026, 38% of 9-11 grade students will be projected proficient on the Keystone Literacy Assessment as measured by IReady.	By June 2026, 41% of 9-11 grade students will score proficient or higher on the Keystone Literacy Assessment.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
By June 2028, 10% of 9-11 grade students will score proficient or higher on the Keystone Algebra Assessment.			
Measurable Goal Nickname (35 Character Max)			
Math - PLC			
Target Year 1	**Target Year 2**	**Target Year 3**	
By June 2026, 6% of 9-11 grade students will score proficient or higher on the Keystone Algebra Assessment.	By June 2027, 8% of 9-11 grade students will score proficient or higher on the Keystone Algebra Assessment.	By June 2028, 10% of 9-11 grade students will score proficient or higher on the Keystone Algebra Assessment.	
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
By September 30, 2025, 5% of 9-11 grade students will be projected proficient on the Keystone Algebra Assessment as measured by IReady.	By December 30, 2025, 30% of below grade level 9-11 grade students will use IReady personalized instruction an average of 45 minutes a week.	By March 30, 2026, 6% of 9-11 grade students will be projected proficient on the Keystone Algebra Assessment as measured by IReady.	By June 2026, 6% of 9-11 grade students will score proficient or higher on the Keystone Algebra Assessment.

Outcome Category
Regular Attendance
Measurable Goal Statement (Smart Goal)
By June 30, 2028, 58% of students will demonstrate regular attendance.
Measurable Goal Nickname (35 Character Max)
Attendance - PLC

Target Year 1	Target Year 2	Target Year 3	
By June 30, 2026, 46% of students will demonstrate regular attendance.	By June 30, 2027, 52% of students will demonstrate regular attendance.	By June 30, 2028, 58% of students will demonstrate regular attendance.	
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
By September 30, 2025, 65% of students will demonstrate regular attendance	By December 30, 2025, 60% of students will demonstrate regular attendance	By March 30, 2026, 50% of students will demonstrate regular attendance	By June 30, 2026, 46% of students will demonstrate regular attendance.

Priority: The majority of students are below grade level in math and reading. To address the low student outcomes in math and reading KDCA will improve teacher practice by implementing Tier I instruction with fidelity through the adoption of a new curriculum, professional development and teacher coaching.

Outcome Category
English Language Arts
Measurable Goal Statement (Smart Goal)
By June 2028, 50% of 11 grade students will score proficient or higher on the Keystone Literacy Assessment.
Measurable Goal Nickname (35 Character Max)
ELA - MTSS

Target Year 1	Target Year 2	Target Year 3	
By June 2026, 41% of 11 grade students will score proficient or higher on the Keystone Literacy Assessment.	By June 2027, 45% of 11 grade students will score proficient or higher on the Keystone Literacy Assessment.	By June 2028, 50% of 11 grade students will score proficient or higher on the Keystone Literacy Assessment.	
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
By September 30, 2025, 35% of 9-11 grade students will be projected proficient on the Keystone Literacy Assessment as measured by IReady.	By December 30, 2025, 30% of below grade level 9-11 grade students will use IReady personalized instruction an average of 45 minutes a week.	By March 30, 2026, 38% of 9-11 grade students will be projected proficient on the Keystone Literacy Assessment as measured by IReady.	By June 2026, 41% of 9-11 grade students will score proficient or higher on the Keystone Literacy Assessment.

Outcome Category
Mathematics
Measurable Goal Statement (Smart Goal)
By June 2028, 10% of 9-11 grade students will score proficient or higher on the Keystone Algebra Assessment.
Measurable Goal Nickname (35 Character Max)
Math - MTSS

Target Year 1	Target Year 2	Target Year 3	
By June 2026, 6% of 9-11 grade students will score proficient or higher on the Keystone Algebra Assessment.	By June 2027, 8% of 9-11 grade students will score proficient or higher on the Keystone Algebra Assessment.	By June 2028, 10% of 9-11 grade students will score proficient or higher on the Keystone Algebra Assessment.	
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
By September 30, 2025, 5% of 9-11 grade students will be projected proficient on the Keystone Algebra Assessment as measured by IReady.	By December 30, 2025, 30% of below grade level 9-11 grade students will use IReady personalized instruction an average of 45 minutes a week	By March 30, 2026, 6% of 9-11 grade students will be projected proficient on the Keystone Algebra Assessment as measured by IReady.	By June 2026, 6% of 9-11 grade students will score proficient or higher on the Keystone Algebra Assessment.

Action Plan

Measurable Goals

ELA - MTSS	ELA - PLC
Math - PLC	Attendance - PLC
Math - MTSS	

Action Plan For: MTSS - Tier I

Measurable Goals:

- By June 2028, 50% of 11 grade students will score proficient or higher on the Keystone Literacy Assessment.
- By June 30, 2028, 58% of students will demonstrate regular attendance.
- By June 2028, 10% of 9-11 grade students will score proficient or higher on the Keystone Algebra Assessment.

Action Step		Anticipated Start Date	Anticipated Completion Date
ATTENDANCE Assemble a team in the fall to further develop an attendance plan.		2025-07-07	2025-08-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principal	Attendance resources	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
ATTENDANCE: Assign case managers to manage interventions to Tier III Attendance students.		2025-07-07	2025-09-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
DOO	Attendance Tracker	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
ATTENDANCE: Engage parents and students in the importance of coming to school everyday.		2025-08-18	2026-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
DOO	KIPP Attendance Campaign	No	Yes

Action Step		Anticipated Start Date	Anticipated Completion Date
ATTENDANCE: Identify Tier II & III Attendance students.		2025-07-07	2025-09-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
DOO	Attendance Tracker	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
ATTENDANCE: Monitor attendance data and interventions through monthly attendance data meetings.		2025-07-07	2026-06-20
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principal	Attendance Tracker	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date

ELA: Assess students in grades 9-11 using I-Ready assessment 3x a year to determine individual need and progress.		2025-08-20	2026-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Assistant Principal	Iready.Using schoolwide Title I funding, we will provide ELA teachers with salaries totaling $200,000 and benefits amounting to $59,318.	Yes	No

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
ELA: Focus on improving Tier I ELA instruction through observations and coaching of teachers.		2025-08-20	2026-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principal	Novel Curriculum. Using schoolwide Title I funding, we will provide ELA teachers with salaries totaling $200,000 and benefits amounting to $59,318.	No	No

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
ELA: Implement Novel ELA curriculum in grades 9-11		2025-08-20	2026-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principal	Novel Curriculum. Using schoolwide Title I funding, we will provide ELA teachers with salaries totaling $200,000 and benefits amounting to $59,318.	No	No

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
ELA: Iready intervention for any student in grade 9-11 below grade level		2025-08-20	2026-06-17
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Assistant Principal	Iready. Using schoolwide Title I funding, we will provide ELA teachers with salaries totaling $200,000 and benefits amounting to $59,318.	Yes	No

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
ELA: KDCA Assistant Principals will provide professional development and coach teachers around tiered instruction.		2025-08-20	2026-06-17
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principal	Coaching Tracker	Yes	No

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
ELA: Leader coaching (Jounce) to help teachers get better faster		2025-08-01	2026-06-17
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principal	Title I Funds. Using schoolwide Title I funding, we will provide ELA teachers	Yes	No

with salaries totaling $200,000 and benefits amounting to $59,318.	

Action Step		Anticipated Start Date	Anticipated Completion Date
MATH: Assess students in grades 9-11 using I-Ready assessment 3x a year to determine individual need and progress.		2025-08-20	2026-06-17
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Assistant Principal	Iready.	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
MATH: Implement Illustrative Math curriculum in grades 9-11		2025-08-20	2026-06-17
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principal	Illustrative Math. Using schoolwide Title I funding, we will provide math teachers with salaries totaling $200,000 and benefits amounting to $49,951.	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
MATH: Iready intervention for any student in grade 9-11 below grade level		2025-08-20	2026-06-17
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Assistant Principal	Iready. Using schoolwide Title I funding, we will provide math teachers with salaries totaling $200,000 and benefits amounting to $49,951.	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
MATH: Leader coaching (Jounce) to help teachers get better faster		2025-08-20	2026-06-17
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Princaipl	Title I Funds. Using schoolwide Title I funding, we will provide math teachers with salaries totaling $200,000 and benefits amounting to $49,951.	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
MATH: KDCA Assistant Principals will provide professional development and coach teachers around tiered instruction.		2025-08-18	2026-06-17
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principal	Coaching TrackerAssistant Principals - Title Funded	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased math and ela achievement.	- Bi-Monthly teacher coaching by Assistant principal tracked in the teacher coaching tracker system (SchoolMint).- Quarterly data analysis of attendance, ELA, and math data completed by School Leadership Team and Principal.

Action Plan For: PLC

Measurable Goals:
• By June 30, 2028, 58% of students will demonstrate regular attendance.
• By June 2028, 50% of 11 grade students will score proficient or higher on the Keystone Literacy Assessment.
• By June 2028, 10% of 9-11 grade students will score proficient or higher on the Keystone Algebra Assessment.

Action Step		Anticipated Start Date	Anticipated Completion Date
Develop a PD calendar		2025-07-07	2025-08-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principal	School calendar	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Provide ongoing coaching to teachers		2025-08-04	2026-06-17
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Assistant Principals	Coaching Tracker	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Math content knowledge professional development for teachers and school leadership (Math teachers)		2025-08-01	2026-05-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Assistant Principal	Coaching Tracker, curriculum	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Professional development on Illustrative Math implementation		2025-08-01	2026-06-19
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Assistant Principal	Illustrative Math Curriculum	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Provide one day New Teacher Orientation		2025-08-01	2025-08-01
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
MD of Academics	RO Hosted PD	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Provide two weeks of August professional development		2025-08-01	2025-08-22
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principal	PD Calendar	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Mass Insight will provide two implementation specialist engagements each month (as directed by the Technical Assistance Plan).		2025-07-01	2026-06-17
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**

Mass Insight	Mass Insight	No	No

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
School and district leaders will develop technical assistance plans with Mass Insight.		2025-07-01	2026-06-17
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Mass Insight	Mass Insight	No	No

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Professional development on Novel (ELA)		2025-08-01	2026-06-17
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Assistant Principals	Novel Curriculum	No	No

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Increase math and ELA achievement on Keystones	- Quarterly teacher surveys on PD sessions reviewed by School Leadership Team. - Monthly review of coaching tracker by Assistant Principals and Principals.

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
Assistant Principal Salary (Additional AP to Support Assistant Principal duties - Professional Development, teacher coaching, Staff and Student Culture Improvement, etc)	• MTSS - Tier I • PLC	Salary	2	45000
Assistant Principal Salary (Additional AP to Support Assistant Principal duties - Professional Development, teacher coaching, Staff and Student Culture Improvement, etc)	• MTSS - Tier I • PLC	Benefits	2	5000
Total Expenditures				50000

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	• MTSS - Tier I • PLC	ELA Teacher Salary	200000
Instruction	• MTSS - Tier I • PLC	ELA Teacher Benefits	59318
Instruction	• MTSS - Tier I • PLC	Math teacher salaries	200000
Instruction	• MTSS - Tier I • PLC	Math teacher benefits	49951
Instruction	• MTSS - Tier I • PLC	Title II Transfer - Teacher Coach Salary	27366
Instruction	• MTSS - Tier I • PLC	Title IV Transfer - Teacher Salary	35000
Instruction	• MTSS - Tier I • PLC	Title IV Transfer - Teacher Benefits	5867
Total Expenditures			577502

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
MTSS - Tier I	ELA: Assess students in grades 9-11 using I-Ready assessment 3x a year to determine individual need and progress.
MTSS - Tier I	ELA: Iready intervention for any student in grade 9-11 below grade level
MTSS - Tier I	ELA: KDCA Assistant Principals will provide professional development and coach teachers around tiered instruction.
MTSS - Tier I	ELA: Leader coaching (Jounce) to help teachers get better faster
MTSS - Tier I	MATH: Implement Illustrative Math curriculum in grades 9-11
MTSS - Tier I	MATH: Iready intervention for any student in grade 9-11 below grade level
MTSS - Tier I	MATH: Leader coaching (Jounce) to help teachers get better faster
PLC	Provide one day New Teacher Orientation
PLC	Provide two weeks of August professional development

Data Analysis for Students with IEPs

Action Step
• ELA: Assess students in grades 9-11 using I-Ready assessment 3x a year to determine individual need and progress. • ELA: Iready intervention for any student in grade 9-11 below grade level • MATH: Implement Illustrative Math curriculum in grades 9-11
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 IEPsGoal setting against baselines for students with IEPsUsing Progress Monitoring data to inform programming decisions
Evidence of Learning
IEP goal baselines and targets are aligned to data available in current assessmentsSchool teams are able to disaggregate data for data analysis meetingsProgress Monitoring data is measured and acted on periodically throughout the school year

Lead Person/Position	Anticipated Start	Anticipated Completion
Tara Sealy, - 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	
Structured Literacy	

Research-Based Intervention Curricula Trainings

Action Step

Action Step
• ELA: KDCA Assistant Principals will provide professional development and coach teachers around tiered instruction.
• ELA: Leader coaching (Jounce) to help teachers get better faster
• MATH: Leader coaching (Jounce) to help teachers get better faster

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 implementationData collection tools associated with the curriculumSupplemental 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
Tara Sealy, - 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
• Provide two weeks of August professional development
• ELA: Iready intervention for any student in grade 9-11 below grade level

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 ReportInternalizing Evaluation Report Data for an IEPWriting a summary of performance that aligns to evaluation report findingsDesigning 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
Tara Sealy, - 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
• Provide two weeks of August professional development
• ELA: Iready intervention for any student in grade 9-11 below grade level
• ELA: Leader coaching (Jounce) to help teachers get better faster
• MATH: Leader coaching (Jounce) to help teachers get better faster

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
Tara Sealy, - 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
• Provide one day New Teacher Orientation
• Provide two weeks of August professional development

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 topositively 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-InformedApproach VisionAll school-based staff learn the TIA PD series scope & sequence forthe yearAll school-based staff internalize the connection between TIA andLibEduAll school-based staff practice de-escalation technique

Evidence of Learning
All school-based staff internalize the KPPS Trauma-InformedApproach VisionAll school-based staff learn the TIA PD series scope & sequence forthe yearAll school-based staff internalize the connection between TIA andLibEduAll 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	

Professional Ethics

Action Step		
• Provide one 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 communicationand expectations.- Attendees will start to build a community with fellow teachers and school staff, while maintainingprofessional boundaries.- Attendees will also promote the health and safety of students by establishing and maintaining appropriateverbal, 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	2025-08-01	2028-06-30

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 one 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	2025-08-01	2028-06-30

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	

Communications Activities

Staff professional development					
Action Step	**Audience**	**Topics to be Included**	**Type of Communication**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
	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**
	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
	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
• 2025_06_18_board_meeting_minutes.pdf

Chief School Administrator	Date
Courtney Moragne	2025-10-27
Building Principal Signature	**Date**
Courtney Moragne	2025-10-27
School Improvement Facilitator Signature	**Date**
Chad Evans	2025-10-27