Profile and Plan Essentials

LEA Type		AUN
Charter School		126514059
Address 1		
2539 N. 16th Street		
Address 2		
City	**State**	**Zip Code**
Philadelphia	PA	19132
Chief School Administrator		**Chief School Administrator Email**
Ms Susanna Tagoe		knpapde@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**
215 630 2274		
Principal Name		
Susanna Tagoe		
Principal Email		
knpapde@kippphiladelphia.org		
Principal Phone Number		**Principal Extension**
(267) 687-7283		
School Improvement Facilitator Name		**School Improvement Facilitator Email**
Shelley Vail-Smith, Ed.D.		svail-smith@massinsight.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Tracy MacArthur	MD of Operations	KIPP	tmacarthur@kippphiladelphia.org
Samantha Wilson Jones	Board	KNPA	SamanthaWilsonJones-BOT@kippphiladelphia.org
Ebonee Miller	Parent	N/A	info@kippphiladelphia.org
Shanita Bradshaw	Parent	N/A	info@kippphiladelphia.org
Merrisa Green	Teacher	KNPA	nporter@kippphiladelphia.org
Tanita Keal	Teacher	KNPA	amarcus@kippphiladelphia.org
Shelley Vail-Smith	Other	Mass Insight	svail-smith@massinsight.org>
Ivana Gasiorowski	District Level Leaders	KNPA	IGasiorowski@kippphiladelphia.org
Ruby Webb-Spain	Community Member	Endeavor	rwebb-spain@endeavorcamp.org
Shayla Clark	Other	KNPA	shaylaclark@kippphiladelphia.org
Kiyanna Little	Other	DOO	Klittle@kippphiladelphia.org
Cheshonna Miles	Principal	KNPA	cmiles@kippphiladelphia.org
Quiana Williams	Education Specialist	KNPA	quianawilliams@kippphiladelphia.org
Susanna Tagoe	Chief School Administrator	KNPA	stagoe@kippphiladelphia.org
Kaylee Martin	Student	KNPA	info@kippphiladelphia.org
Jahleem Rawls	Student	KNPA	info@kippphiladelphia.org
Mecca Beverly	Education Specialist	KNPA	mbeverly@kippphiladelphia.org

LEA Profile

KIPP North Philadelphia Academy (KNPCS) started in 2018-19 with 200 students, 100 kindergarten and 100 1st grade students. Each year, the school has grown by a grade level and 100 students. In 2022-23, KNPCS enrolled ~600 students. 95% of the students are African American; the rest identify as either Hispanic or multi-racial. 85% of KNPCA families qualify for free/reduced lunch. KNPCS enrolls the majority of students from the zip code preference of 19121 and 19132; each year at least 72% of the students selected in the lottery had zip code preference. Currently 75% of enrolled students live in the priority zip codes (25% above the charter agreement that requires 50% of students from the zip code preference).

Our school provides a safe and respectful environment that allows students to build caring relationships with adults and peers as well as self-regulate their emotions and behaviors so they can experience joy and success in the school setting. Specifically, KNPCS's approach to climate and culture have been designed with several priorities in mind including restorative practices, trauma informed approaches, and general elementary culture best practices.   KNPCS defines trauma-informed approach as a mindset that exists in all adults that ensures that we are able to recognize and respond to students who have been impacted by traumatic stress. The concrete components of the approach include clear expectations, reinforcement and feedback to students regarding those expectations, strong relationships, and proactive student supports (both individualized and whole group).

We believe that to effectively and independently navigate academic and life challenges, students must believe in their own potential and be motivated to reach that potential. We create thoughtful methods to develop positive racial and ethnic identity, increase and improve social emotional skills, and address other non-academic student needs to ensure students build upon their character strengths to succeed in school and life. As a result, our students are empowered to express their voice, question, debate and create in order to challenge the world outside of their school.

Mission and Vision

Mission

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

Vision

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

Educational Values

Students

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

Staff

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

Administration

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

Parents

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

Community

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

Other (Optional)

Future Ready PA Index

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

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

Proficient or Advanced in English Language Arts/Literature

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
PVAAS - ELA	The All Student Group Meets the Standard Demonstrating Growth in English Language Arts/Literature. The academic growth score was at 71 percent for the 23-24 SY. The All Student Group exceeded the standard demonstrating growth in Mathematics, academic growth score at 80 percent.
PVAAS - Math	The all student group exceeded the Standard Demonstrating Growth in Mathematics/Algebra (23-24).Students with disabilities exceeded the Standard Demonstrating Growth in Mathematics/Algebra, and increased their PVASS score from the previous year (22-23 to 23-24 SYs).
PSSA Science	The all student group increased from 27.4% to 30.4% proficient (22-23 to 23-24 SY)

Challenges

Indicator	Comments/Notable Observations
PSSA English Language Arts/Literature	All Student Group Did Not Meet Interim Goal/Improvement Target. Percent Proficient or Advanced at 18.3 of all student group. 23-24 Data.
PSSA Mathematics/Algebra	All Student Group Did Not Meet Interim Goal/Improvement Target - 5.7 percent of students are proficient or advanced.. 23-24 Data.
PSSA Science/Biology/PVAAS	All Student Group Did Not Meet Interim Goal/Improvement Target - 30.4 percent of students are proficient or advanced. All Student Group also Did Not Meet the Standard Demonstrating Growth - academic growth score at 50 percent. 23-24 Data.

Proficient or Advanced in Mathematics/Algebra

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

Strengths

Indicator	Comments/Notable Observations
Indicator English Language Arts/Literature - PSSA **ESSA Student Subgroups** Economically Disadvantaged, Students with Disabilities	**Comments/Notable Observations** Students in the economically disadvantaged and IEP subgroups increased ELA PSSA achievement over the previous year. (22-23 to 23-24 SYs).
Indicator Attendance **ESSA Student Subgroups**	**Comments/Notable Observations** 3rd and 4th grade students have ADA of 86% or above for the 24-25 SY. This is the largest cohort of students.Students with disabilities, black students, economically

	disadvantaged students all increased their regular attendance percentage from SY22-23 to SY23-24.
Indicator PVASS **ESSA Student Subgroups** African-American/Black, Combined Ethnicity	**Comments/Notable Observations** Black, combined ethnicity and economically disadvantaged students all met the growth target in ELA (PVASS ELA 2023-24)Black, combined ethnicity, students with disabilities and economically disadvantaged students all met or exceeded the growth target in math (PVASS Math 2023-24)

Challenges

Indicator English Language Arts/Literature (23-24) - PSSA **ESSA Student Subgroups** African-American/Black, Combined Ethnicity, Economically Disadvantaged, Students with Disabilities	**Comments/Notable Observations** 18.8 percent of the ESSA Student Subgroup of Black students are proficient. This is not not meeting the interim statewide goal. This is similar performance from the previous school year (18.9 in 22-23). (23-24 SY) (PSSA ELA)8.9 percent of student with disabilities were proficient on the PSSA ELA exam. This is not meeting the interim statewide goal, but was an increase from the previous school year (4.5% in 22-23). (23-24 SY) (PSSA ELA)17.8% of economically students were proficient/advanced. This was an increase from 17.2. (22-23 to 23-24 SY) (PSSA ELA)
Indicator Mathematics/Algebra - PSSA **ESSA Student Subgroups** African-American/Black, Economically Disadvantaged, Students with Disabilities	**Comments/Notable Observations** 5.7% of students are proficient or advanced in 23-24. This is a decrease from 9.7% in 22-23. (PSSA Math)9% of students with disabilities were proficient or advanced in 23-24. This is an increase from 7.4% in 22-23. (PSSA Math)6.1% of economically disadvantaged students were proficient or advances in 23-24. This is a decrease from 9.5% in 22-23. (PSSA Math)5.8% of black students were proficient or advances in 23-24. This is a decrease from 9.5% in 22-23. (PSSA Science)
Indicator Attendance **ESSA Student Subgroups** African-American/Black, Combined Ethnicity, Economically Disadvantaged, Students with Disabilities	**Comments/Notable Observations** 42.2% of students were in regular attendance in the 23-24 school year. This is below the statewide goal but an increase from 40.5% in 22-23.41.7% of black students were in regular attendance in the 23-24 school year. This is below the statewide goal but an increase from 40.2% in 22-23.42.6% of economically disadvantaged students were in regular attendance in the 23-24 school year. This is below the statewide goal but an increase from 40.2% in 22-23)48.7% of students with disabilities were in regular attendance in the 23-24 school year. This is below the statewide goal but an increase from 33.7% in 22-23)
Indicator Science PSSA **ESSA Student Subgroups** African-American/Black, Combined Ethnicity, Economically Disadvantaged, Students with Disabilities	**Comments/Notable Observations** 30.4% of students are proficient or advanced in 23-24. This is a increase from 27.6% in 22-23. (PSSA Science)11.5% of students with disabilities were proficient or advanced in 23-24. This is a decrease from 12% in 22-23. (PSSA Science)31% of economically disadvantaged students were proficient or advances in 23-24. This is an increase from 27.9% in 22-23. (PSSA Science)30.8% of black students were proficient or advances in 23-24. This is similar to 30.7% in 22-23. (PSSA Science)
Indicator PVASS - ELA - IEP **ESSA Student Subgroups** Students with Disabilities	**Comments/Notable Observations** The PVASS scores for students with IEPS decreased by 1 point from 22-23 to 23-24.

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.

The All Student Group Meets the Standard Demonstrating Growth in English Language Arts/Literature. The academic growth score was at 71 percent for the 23-24 SY. The All Student Group exceeded the standard demonstrating growth in Mathematics, academic growth score at 80 percent.
The all student group exceeded the Standard Demonstrating Growth in Mathematics/Algebra (23-24).Students with disabilities exceeded the Standard Demonstrating Growth in Mathematics/Algebra, and increased their PVASS score from the previous year (22-23 to 23-24 SYs).

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.

18.8 percent of the ESSA Student Subgroup of Black students are proficient. This is not not meeting the interim statewide goal. This is similar performance from the previous school year. (23-24 SY)8.9 percent of student with disabilities were proficient on the PSSA ELA exam. This is not meeting the interim statewide goal, but was an increase from the previous school year. (23-25)
Five percent of students are proficient or advanced. Nine percent of students with disabilities were proficient or advanced. This is not meeting the statewide goal and a decrease in performance from the previous year. (23-24 SY)
The percent advanced is below the statewide average.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
NWEA MAP Growth Assessment - Percent of Students hitting typical growth goals	In 2024-25, 23% of middle school and 39% of elementary students met their typical growth goals in ELA (NWEA MAP). Only 28% of all students Met Typical growth goals in Winter of SY 2023-24 which is a decrease from 35% in Winter of SY 2022-23, and 34% in Spring of SY 2022-23. This is well below our goal of at least 50%.
NWEA MAP Growth Assessment - Percent of students at or above the 50th percentile	The percentage of students scoring in the at/above category on the MAP ELA assessment increased by 3% from 24% to 27% BOY 2024 to MOY 2025. The percent of students scoring in the intensive category increased by 3% on the MAP ELA assessment from 24% BOY 2024 to 27% 2025. Only 13% of all students 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	Overall, the percentage of students in grades K-7 scoring in the intensive category on the 24-25 DIBELS assessment increased from 56% BOY to 61% MOY which was a 5% increase. The number of students also increased for the school in grades K-4, which may account for this increase. In SY 2022-23 the percent of students at or above benchmark in grades K-2 went from 22% in the Fall of 2022 to 47% by the Spring of 2023. In SY 2023-24 the percent of students at or above benchmark in grades K-2 went from 27% in the Fall of 2023 to 30% by the Winter of 2024.

English Language Arts Summary

Strengths

DIBELS (Dynamic Indicators of Basic Early Literacy Skills) - Percent of students at Benchmark: In addition to the pre-pandemic strategies. KNPCS 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. (23-24 Strength)
DIBELS (Dynamic Indicators of Basic Early Literacy Skills) - Percent of students at Benchmark: KNPCS 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. (23-24 Strength)

Challenges

NWEA MAP Growth Assessment - Percent of Students hitting typical growth goals: MAP results indicate that most students are not learning at the same rate as their peers across the country (23-42 Map results). In order to accelerate growth KNPCS is planning on implementing several new curriculum in the SY 24-25 school year. In K-2 The Amplify CKLA Skills program will be used to establish strong reading foundations in K–2 classrooms.   Amplify CKLA Skills is grounded in Science of Reading research and was the first foundational skills program to earn all-green scores on EdReports.
NWEA MAP Growth Assessment - Percent of students at or above the 50th percentile: MAP results indicate that most students are also not achieving at a rate that will put most students on track to be college and career ready. To increase achievement KNPCS will also implement a new curriculum in grades 3-8. The curriculum selection process is currently in its final stage. (23-24 MAP Results)

Mathematics

Data	Comments/Notable Observations
NWEA MAP Growth Assessment - Percent of Students hitting typical growth goals all student group	In 2024-25, 28% of middle school and 45% of elementary students met their typical growth goals in ELA (NWEA MAP).Only 31% of all students Met Typical growth goals in Winter of SY 2023-24 that is down from 39% in Winter of SY 2022-23, and 36% in Spring of SY 2022-23. This is well below our goal of at least 50%.

NWEA MAP Growth Assessment - Percent of students at or above the 50th percentile all student group	The percentage of student scoring in the intensive category on the MAP Math assessment decreased by 7% from 64% BOY 2024 to 57% MOY 2025. Only 14% of all students in grades K-8 achieved at or above the 50th percentile in the Winter Administration of SY 2023-24.
NWEA MAP Growth Assessment - Percent of Students hitting typical growth goals - 6th grade student subgroup	41% of students in 6th grade met their typical growth goals in the Winter of 2023-24. That is close to our goal of at least 50%

Mathematics Summary

Strengths

NWEA MAP Growth Assessment - Percent of Students hitting typical growth goals - Our 5th and 6th grade implemented the new version of the Eureka Curriculum (Called Eureka Squared) produced by GreatMinds. The implementation of this curriculum may be one of the factors contributing to stronger growth in 6th grade. We are working to expand the implementation of Eureka Squared next year to grades K-7 (SY 23-24 Map Results)

Challenges

NWEA MAP Growth Assessment - Percent of Students hitting typical growth goals: Eureka Squared will be expanded down to K-4 in the SY 24-25 school year.
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. (23-24 Map Results)

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Curriculum Assessments 4th Grade (KIPP Created)	In SY 2023-24 47% percent of students demonstrated a basic mastery of science content

Science, Technology, and Engineering Education Summary

Strengths

KNPCS 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. (23-24 Reflection)

Challenges

It takes time for teachers to master the use of a new curriculum. KNPCS began transitioning to Amplify in SY 2023-24. By SY 2024-25 KNPCS science teachers will be in their 3rd year implementing the program and achievement is expected to increase as teachers gain more experience executing the curriculum.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Career Programming	In 23-24, 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. In 24-25, we continued this partnership and expanded the support provided by the KTC&C team.
Career Task Completion	KNPA will meet the career task completion for all students in 5th grade for the 24-25 school year.
Regional Career Integration Taskforce	In 22-23, KIPP convened a Regional Career Integration Task force; this task force will work to streamline career activities and share best practices and resources across the region. In 24-25, the KTC&C continued implementing those activities at KNPA.

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.

In 23-24, 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. In 24-25, we continued this partnership and expanded the support provided by the KTC&C team.

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. We continue to make improvements year over year.

Equity Considerations

English Learners

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

Students with Disabilities

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

Data	Comments/Notable Observations
PSSA 2023 Overview	In 2023, 4.5% students with disabilities were proficient in ELA. In 2023, 7.4% were proficient in Math. And in 2023, 12% were proficient in Science.
PSSA ELA	The percent of students with disabilities scoring proficient on the 23-24 PSSA ELA assessment increased by 4.4% from 4.5% (22-23 SY) to 8.9% (23-24 SY). In 2023, 72% of students with disabilities were below basic, 23% were basic, and 5% were proficient in ELA.
PSSA Math	Students with disabilities scoring at/above proficient increased on the PSSA Math by 1.6% from 2022-2023 (7.4%) to 2023-2024 (9.0%).In 2023, 83% of students with disabilities were below basic, 10% were basic, and 7% were proficient in Math.
PSSA Science	In 2023, 45% of students with disabilities were below basic, 44% were basic, and 12% were proficient in Science.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
Student Demographic Data	KNPA has a low income enrollment percent of 89.97%.
Economically Disadvantaged PSSA ELA performance	The percentage of economically disadvantaged students scoring at/above proficient increased by .6% from the 22-23 SY (17.2%) to 23-24 SY 17.8%In 2023, economically Disadvantaged students scored 1% advanced, 37% scored basic, 45% scored below basic, and 16% scored proficient in ELA.
Economically Disadvantaged PSSA Math performance	Economically disadvantaged students scoring at/above proficiency on the Math PSSA decreased by 1.6% from 2022-2023 (9.5%) to 2023-2024 (6.1%). In 2023, economically Disadvantaged students scored less than 1% advanced, 23% scored basic, 68% scored below basic, and 8% scored proficient.
Economically Disadvantaged PSSA Science performance	In 2023, 25% were below basic, 46% were basic, and 28% were proficient in Science.

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Black	98% of our students are black therefore, the majority of your students fit this description and thus the "all" student category addresses the needs of this student group.

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.

In 2023, 19 percent of students were proficient in PSSA ELA, 9 percent proficient in PSSA math, and 28 percent in Science.
As KNPA continues to expand grade levels, the school is able to collect data. For instance, in 2021, KNPA was a K-3 school, thus only providing data on 3rd grade. For 2022, KNPA was a K-4 school, thus providing data on 3rd and 4th graders. The school will continue to add one grade each additional year. For the 2024-25 SY, KIPP North will serve K-7.

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 2023, 14% of students with IEP were proficient in Science, 5% students with IEP were proficient in math, and 14% of students with IEP were proficient in ELA.
Regular attendance continues to be impacted since the Pandemic.

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. (SY 23-24 Reflection)
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 with the school wide plan. (SY 23-24 Reflection)
Student Services	As a result of Covid-19, KIPP is investing in student health supports. (SY 23-24 Reflection)
Technology Plan	KIPP offers a 1-to-1 laptop program, which allows for blended learning.(SY 23-24 Reflection)
English Language Development Programs	At KIPP, less than 5 percent of students are classified as EL.(SY 23-24 Reflection)

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

The special education team has support from regional office on both programming and curriculum (SY 23-24 Reflection).

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.

As a growing school, we are adding an additional grade and 100 students each year. This means that leadership and teachers need to adopt and internalize the new grade levels standards and curriculum. (SY 23-24 Reflection)
Only 14% of students are on grade level in both math and reading by the Spring MAP assessment in 2023-24. This is a limited number of students projected on grade level in both math and reading.
~20% of our students met growth goals by the spring assessment in both math and reading, which means that 80% were not on track to make typical growth for the year (SY 23-24 results on NWEA MAP)
Due to Covid-19 KIPP Schools remained virtual from August 2020 until March 2021. This resulted in numerous challenges including attendance and testing. Data shows that students decreased 10 percentage points in both math and reading in the year following return to in person instruction.   (SY 23-24 Reflection)

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Emerging
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	Emerging
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	Operational
Collectively shape the vision for continuous improvement of teaching and learning	Emerging
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	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	Not Yet Evident
Implement evidence-based strategies to engage families to support learning	Not Yet Evident
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	Emerging

Summary

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

There is a clear cadence on visiting the classrooms and providing feedback to them. There is a clear protocol to providing follow-up feedback to teachers within 48 hours. Real-time coaching is a priority. Do-it again cadence is in place. A push for the team is to have teacher focus groups. Practice clinics have not been as consistent as they could have been, with skills implementation, scanning the classroom, areas of struggle for teachers, engagement techniques, etc. The team wants to be more focused on alignment on what teachers need and what they are providing to teachers. Data analysis could have been a practice clinic or used time in the morning to do this more. (24-25)

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. (24-25)

In 23-24, we've ensured a frequent and consistent structure to provide teachers with weekly instructional feedback on their planning and execution. This includes a teacher observation tracker that is monitored by the principal and principal manager.

We are intentionally building leadership capacity by placing the lift on staff — but with strong scaffolding and support every step of the way. Our approach is rooted in the belief that lasting change happens when ownership is shared, not just assigned. We implement gradual release by modeling practices first, then allowing staff to lead with our partnership. This builds trust, competence, and a sustainable leadership pipeline. (24-25)

The school is actively partnering with local businesses, community organizations, and agencies to support student needs and school priorities. These partnerships have led to meaningful contributions such as mentorship programs, resource donations, and volunteer involvement. While collaboration is established, systems for evaluating impact and aligning partnerships with long-term goals are still being developed. (24-25)

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?

At the end of the 2023-24 school year, we continue to need to strengthen our teacher professional development to build teacher skill in a faster and more targeted way, especially with the unfinished learning that occurred during the pandemic. Teachers will need to be able to drive accelerated learning and implement just in time prerequisite skill development to address the learning that was disrupted. (24-25)

We are in the early stages of effectively organizing programmatic, human, and fiscal capital resources in alignment with our School Improvement Plan (SIP). While initial steps have been taken to align resources with school goals, we are still developing consistent systems and processes to ensure that our programs, staffing decisions, and budget allocations are fully strategic and data-driven. (24-25)

Not all classrooms are aligned to instructional practices, although improvements are being seen. IEP implementation and goals are a concern. The school wants to ensure that there are 2-3 goals, including social-emotional learning. The school has had a new curriculum and is implementing I-Ready next school year. Teacher focus groups are needed to find ways to improve. (24-25)

Getting everyone on the same page. Having paraprofessionals and teachers on the same page. Streamlining the data analysis. The school wants to seek more input from teachers on planning. Regional leaders are reinstating half days next year to provide time for the school to collaborate in a more systematic way. Some grade levels have higher levels of planning and data analysis skills, and there is a need to make this consistent across grade levels. New leadership will have the opportunity to plan this spring and summer for these processes next school year. (24-25)

The WIN block needs to improve in terms of targeted instruction to meet students' needs. Acceleration is a concern for students who don't need intervention. (24-25)The school needs to plan for data to assist teachers in using daily formative assessments to plan instruction. Using FLEX days to more effectively address student learning needs. Being purposeful about assessments and how data is used, especially when so much data is available. The balance between using data and gathering data is a struggle. Moving to I-Ready may help with this. Having flexibility to adjust regional expectations and pacing guides is something the school wants to explore.

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
All Student Group Meets Interim Goal/Improvement Target in proficiency in English Language Arts and Literature.	False
All Student Group Meets Interim Goal/Improvement Target in Math.	False
In 23-24, 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. In 24-25, we continued this partnership and expanded the support provided by the KTC&C team.	True
The special education team has support from regional office on both programming and curriculum (SY 23-24 Reflection).	False
All Student Group Meets Interim Goal/Improvement Target in proficiency in English Language Arts and Literature.	False
All Student Group Meets Interim Goal/Improvement Target in Math.	False
DIBELS (Dynamic Indicators of Basic Early Literacy Skills) - Percent of students at Benchmark: In addition to the pre-pandemic strategies. KNPCS 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. (23-24 Strength)	False
KNPCS 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. (23-24 Reflection)	False
There is a clear cadence on visiting the classrooms and providing feedback to them. There is a clear protocol to providing follow-up feedback to teachers within 48 hours. Real-time coaching is a priority. Do-it again cadence is in place. A push for the team is to have teacher focus groups. Practice clinics have not been as consistent as they could have been, with skills implementation, scanning the classroom, areas of struggle for teachers, engagement techniques, etc. The team wants to be more focused on alignment on what teachers need and what they are providing to teachers. Data analysis could have been a practice clinic or used time in the morning to do this more. (24-25)	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. (24-25)	False
In 23-24, we've ensured a frequent and consistent structure to provide teachers with weekly instructional feedback on their planning and execution. This includes a teacher observation tracker that is monitored by the principal and principal manager.	True
DIBELS (Dynamic Indicators of Basic Early Literacy Skills) - Percent of students at Benchmark: KNPCS is using DIBELS progress monitoring data to fuel a data based	False

approach to early Literacy instruction should set the foundation for increased achievement for all student groups. (23-24 Strength)	
In 2023, 19 percent of students were proficient in PSSA ELA, 9 percent proficient in PSSA math, and 28 percent in Science.	False
As KNPA continues to expand grade levels, the school is able to collect data. For instance, in 2021, KNPA was a K-3 school, thus only providing data on 3rd grade. For 2022, KNPA was a K-4 school, thus providing data on 3rd and 4th graders. The school will continue to add one grade each additional year. For the 2024-25 SY, KIPP North will serve K-7.	False
NWEA MAP Growth Assessment - Percent of Students hitting typical growth goals - Our 5th and 6th grade implemented the new version of the Eureka Curriculum (Called Eureka Squared) produced by GreatMinds. The implementation of this curriculum may be one of the factors contributing to stronger growth in 6th grade. We are working to expand the implementation of Eureka Squared next year to grades K-7 (SY 23-24 Map Results)	False
The All Student Group Meets the Standard Demonstrating Growth in English Language Arts/Literature. The academic growth score was at 71 percent for the 23-24 SY. The All Student Group exceeded the standard demonstrating growth in Mathematics, academic growth score at 80 percent.	False
The all student group exceeded the Standard Demonstrating Growth in Mathematics/Algebra (23-24).Students with disabilities exceeded the Standard Demonstrating Growth in Mathematics/Algebra, and increased their PVASS score from the previous year (22-23 to 23-24 SYs).	False
We are intentionally building leadership capacity by placing the lift on staff — but with strong scaffolding and support every step of the way. Our approach is rooted in the belief that lasting change happens when ownership is shared, not just assigned. We implement gradual release by modeling practices first, then allowing staff to lead with our partnership. This builds trust, competence, and a sustainable leadership pipeline. (24-25)	True
The school is actively partnering with local businesses, community organizations, and agencies to support student needs and school priorities. These partnerships have led to meaningful contributions such as mentorship programs, resource donations, and volunteer involvement. While collaboration is established, systems for evaluating impact and aligning partnerships with long-term goals are still being developed. (24-25)	False

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your Single Entity 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
All Student Group Did Not Meet the Standard Demonstrating Growth in Science and Biology.	False
All Student Group Did Not Meet the Standard Demonstrating Growth in Math.	False
Regular AttendanceAll Student Group Did Not Meet Performance Standard, with only 40.5% meeting standard. (21-22 school year)	False

ELA/LitAll Student Group Did Not Meet Interim Goal/Improvement Target (22-23 SY results)	False
Math: All student group did not meet standard for demonstrating growth (22-23 SY results)	True
Due to Covid-19 KIPP Schools remained virtual from August 2020 until March 2021. This resulted in numerous challenges including attendance and testing. Data shows that students decreased 10 percentage points in both math and reading in the year following return to in person instruction. (SY 23-24 Reflection)	False
NWEA MAP Growth Assessment - Percent of Students hitting typical growth goals: Eureka Squared will be expanded down to K-4 in the SY 24-25 school year.	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. (23-24 Map Results)	False
~20% of our students met growth goals by the spring assessment in both math and reading, which means that 80% were not on track to make typical growth for the year (SY 23-24 results on NWEA MAP)	True
At the end of the 2023-24 school year, we continue to need to strengthen our teacher professional development to build teacher skill in a faster and more targeted way, especially with the unfinished learning that occurred during the pandemic. Teachers will need to be able to drive accelerated learning and implement just in time prerequisite skill development to address the learning that was disrupted. (24-25)	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. We continue to make improvements year over year.	False
	False
As a growing school, we are adding an additional grade and 100 students each year. This means that leadership and teachers need to adopt and internalize the new grade levels standards and curriculum. (SY 23-24 Reflection)	False
Only 14% of students are on grade level in both math and reading by the Spring MAP assessment in 2023-24. This is a limited number of students projected on grade level in both math and reading.	True
NWEA MAP Growth Assessment - Percent of Students hitting typical growth goals: MAP results indicate that most students are not learning at the same rate as their peers across the country (23-42 Map results). In order to accelerate growth KNPCS is planning on implementing several new curriculum in the SY 24-25 school year. In K-2 The Amplify CKLA Skills program will be used to establish strong reading foundations in K–2 classrooms. Amplify CKLA Skills is grounded in Science of Reading research and was the first foundational skills program to earn all-green scores on EdReports.	False
NWEA MAP Growth Assessment - Percent of students at or above the 50th percentile: MAP results indicate that most students are also not achieving at a rate that will put most students on track to be college and career ready. To increase achievement	False

KNPCS will also implement a new curriculum in grades 3-8. The curriculum selection process is currently in its final stage. (23-24 MAP Results)	
It takes time for teachers to master the use of a new curriculum. KNPCS began transitioning to Amplify in SY 2023-24. By SY 2024-25 KNPCS science teachers will be in their 3rd year implementing the program and achievement is expected to increase as teachers gain more experience executing the curriculum.	False
18.8 percent of the ESSA Student Subgroup of Black students are proficient. This is not not meeting the interim statewide goal. This is similar performance from the previous school year. (23-24 SY)8.9 percent of student with disabilities were proficient on the PSSA ELA exam. This is not meeting the interim statewide goal, but was an increase from the previous school year. (23-25)	False
Five percent of students are proficient or advanced. Nine percent of students with disabilities were proficient or advanced. This is not meeting the statewide goal and a decrease in performance from the previous year. (23-24 SY)	False
The percent advanced is below the statewide average.	False
We are in the early stages of effectively organizing programmatic, human, and fiscal capital resources in alignment with our School Improvement Plan (SIP). While initial steps have been taken to align resources with school goals, we are still developing consistent systems and processes to ensure that our programs, staffing decisions, and budget allocations are fully strategic and data-driven. (24-25)	False
Regular attendance continues to be impacted since the Pandemic.	True
In 2023, 14% of students with IEP were proficient in Science, 5% students with IEP were proficient in math, and 14% of students with IEP were proficient in ELA.	True
Not all classrooms are aligned to instructional practices, although improvements are being seen. IEP implementation and goals are a concern. The school wants to ensure that there are 2-3 goals, including social-emotional learning. The school has had a new curriculum and is implementing I-Ready next school year. Teacher focus groups are needed to find ways to improve. (24-25)	False
Getting everyone on the same page. Having paraprofessionals and teachers on the same page. Streamlining the data analysis. The school wants to seek more input from teachers on planning. Regional leaders are reinstating half days next year to provide time for the school to collaborate in a more systematic way. Some grade levels have higher levels of planning and data analysis skills, and there is a need to make this consistent across grade levels. New leadership will have the opportunity to plan this spring and summer for these processes next school year. (24-25)	False
The WIN block needs to improve in terms of targeted instruction to meet students' needs. Acceleration is a concern for students who don't need intervention. (24-25)The school needs to plan for data to assist teachers in using daily formative assessments to plan instruction. Using FLEX days to more effectively address student learning needs. Being purposeful about assessments and how data is used, especially when so much data is available. The balance between using data and gathering data is a struggle. Moving to I-Ready may help with this. Having flexibility to adjust regional expectations and pacing guides is something the school wants to explore.	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.

Only 5.7% of all students scored proficient or better on the 2023-2024 PSSA Math assessment; 18.3% of students were proficient or better in reading and less than 60% of students were regularly attending school in 2023-24SY (42.2% regular attendance). The school's overall needs assessment and root cause analysis show persistent gaps in foundational skills that were not addressed through the MTSS framework of tiered instruction and intervention, as well as gaps in on-grade level planning. By implementing a strong MTSS framework, KNPA will utilize Assistant Principals to coach teachers on planning and implementing high-quality instruction, utilize co-teachers in grades K-1, and strengthen planning for student and family engagement regarding academic and behavioral performance and attendance. Because teacher turnover negatively impacts the quality of instruction, systems for onboarding new teachers will address ongoing professional learning and new teacher support, especially in the area of classroom management and support for students with IEPs and behavior plans.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Math: All student group did not meet standard for demonstrating growth (22-23 SY results)		False
~20% of our students met growth goals by the spring assessment in both math and reading, which means that 80% were not on track to make typical growth for the year (SY 23-24 results on NWEA MAP)		False
Only 14% of students are on grade level in both math and reading by the Spring MAP assessment in 2023-24. This is a limited number of students projected on grade level in both math and reading.	Since Covid-19 KIPP Schools remained virtual from August 2020 until March 2021. This resulted in numerous challenges including attendance and testing. KNPA saw a 10 percent drop in math and reading scores. Thirty percent of KNPA students were marked as chronically absent, meaning they missed school for 18 or more days. In the 2024-25 school years, the majority of KNPA students are still performing below grade level in both math and reading (14% as measured by the Spring NWEA Map exam). The percentage of students who attended 90% or more days this year did not improve - 44.2% in June 2024, compared to 44.4% at the end of the 2022-23 school year, many students are still considered chronically absent (48.9% SY 2024-25, unofficial).	True
At the end of the 2023-24 school year, we continue to need to strengthen our teacher professional development to build teacher skill in a faster and more targeted way, especially with the unfinished learning that occurred during the pandemic. Teachers will need to be able to drive accelerated learning and implement just in time prerequisite skill development to address the learning that was disrupted. (24-25)	In the 2023-24 school years, the majority of KNPA students are still performing below grade level in both math and reading (14% as measured by the Spring NWEA Map exam). Our teachers need to be able to address any skill gaps that our students are experiencing while also helping them succeed on grade level content. KNPA is expanding the adoption of the new curriculum this year to help address these academic needs. Teachers will need support, development and coaching to implement both the new curriculum and MTSS model successfully.	True
In 2023, 14% of students with IEP were proficient in Science, 5% students with IEP were proficient in math, and 14% of students with IEP were proficient in ELA.		False
Regular attendance continues to be impacted since the Pandemic.		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
In 23-24, 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. In 24-25, we continued this partnership and expanded the support provided by the KTC&C team.	
In 23-24, we've ensured a frequent and consistent structure to provide teachers with weekly instructional feedback on their planning and execution. This includes a teacher observation tracker that is monitored by the principal and principal manager.	
We are intentionally building leadership capacity by placing the lift on staff — but with strong scaffolding and support every step of the way. Our approach is rooted in the belief that lasting change happens when ownership is shared, not just assigned. We implement gradual release by modeling practices first, then allowing staff to lead with our partnership. This builds trust, competence, and a sustainable leadership pipeline. (24-25)	

Priority Challenges

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

Goal Setting

Priority: KNPA needs to address the unfinished learning that occurred during the COVID-19 pandemic. To address the low student outcomes in math, reading and student attendance, KNPA will implement a more comprehensive MTSS system that includes student assessment and analysis, teacher support, Tier I curriculum reinforcements and Tier II & Tier III interventions.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
By June 2026, 25% of 3-8 grades students will score proficient or higher on the PSSA ELA Assessment.			
Measurable Goal Nickname (35 Character Max)			
ELA - MTSS			
Target Year 1	**Target Year 2**	**Target Year 3**	
By June 2024, 22% of 3-7 grades students will score proficient or higher on the PSSA ELA Assessment.	By June 2025, 23% of 3-7 grades students will score proficient or higher on the PSSA ELA Assessment.	By June 2026, 25% of 3-8 grades students will score proficient or higher on the PSSA ELA Assessment.	
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
By September 30, 2025, 19% of 3-7 grades students will be projected proficient on the ELA PSSA as measured by NWEA MAP.	By December 30, 2025, 55% of 3-8 grades students will use IReady personalized instruction an average of 45 minutes a week.	By March 30, 2026, 23% of 3-8 grades students will be projected proficient on the ELA PSSA as measured by IREADY.	By June 2026, 25% of 3-8 grades students will score proficient or higher on the PSSA ELA Assessment.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
By June 2026, 15% of 3-8 grades students will score proficient or higher on the PSSA Math Assessment.			
Measurable Goal Nickname (35 Character Max)			
Math - MTSS			
Target Year 1	**Target Year 2**	**Target Year 3**	
By June 2024, 13% of 3-7 grades students will score proficient or higher on the PSSA Math Assessment.	By June 2025, 14% of 3-7 grades students will score proficient or higher on the PSSA Math Assessment.	By June 2026, 15% of 3-8 grades students will score proficient or higher on the PSSA Math Assessment.	
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
By September 30, 2025, 7% of 3-8 grades students will be projected proficient on the Math PSSA as measured by IReady.	By December 30, 2025, 55% of 3-8 grades students will use IReady personalized instruction an average of 45 minutes a week.	By March 30, 2026, 10% of 3-8 grades students will be projected proficient on the Math PSSA as measured by IReady.	By June 2026, 15% of 3-8 grades students will score proficient or higher on the PSSA Math Assessment.

Outcome Category
Regular Attendance
Measurable Goal Statement (Smart Goal)
By June 30, 2026, 60% of students will demonstrate regular attendance. (90% or more days attended)
Measurable Goal Nickname (35 Character Max)
Attendance - MTSS

Target Year 1	Target Year 2	Target Year 3	
By June 30, 2024, 40% of students will demonstrate regular attendance.	By June 30, 2025, 50% of students will demonstrate regular attendance.	By June 30, 2026, 60% of students will demonstrate regular attendance. (90% or more days attended)	
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
By September 30, 2025, 68% of students will demonstrate regular attendance	By December 30, 2025, 65% of students will demonstrate regular attendance	By March 30, 2026, 62% of students will demonstrate regular attendance	By June 30, 2026, 60% of students will demonstrate regular attendance.

Priority: KNPA needs to address the unfinished learning that occurred during the COVID-19 pandemic. To address the low student outcomes in math and reading KNPA will improve teacher practice by implementing Professional Learning Communities to improve content knowledge, strengthen instructional practices, and build strong staff relationships to maintain staff retention.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
By June 2026, 25% of 3-7 grades students will score proficient or higher on the PSSA ELA Assessment.			
Measurable Goal Nickname (35 Character Max)			
ELA - PLC			
Target Year 1	**Target Year 2**	**Target Year 3**	
By June 2024, 22% of 3-7 grades students will score proficient or higher on the PSSA ELA Assessment.	By June 2025, 23% of 3-7 grades students will score proficient or higher on the PSSA ELA Assessment.	By June 2026, 25% of 3-7 grades students will score proficient or higher on the PSSA ELA Assessment.	
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
By September 30, 2025, 19% of 3-8 grades students will be projected proficient on the ELA PSSA as measured by IReady.	By December 30, 2025, 55% of 3-8 grades students will use IReady personalized instruction an average of 45 minutes a week.	By March 30, 2026, 23% of 3-8 grades students will be projected proficient on the ELA PSSA as measured by IREADY.	By June 2026, 25% of 3-8 grades students will score proficient or higher on the PSSA ELA Assessment.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
By June 2026, 15% of 3-7 grades students will score proficient or higher on the PSSA Math Assessment.			
Measurable Goal Nickname (35 Character Max)			
Math-PLC			
Target Year 1	**Target Year 2**	**Target Year 3**	
By June 2024, 13% of 3-7 grades students will score proficient or higher on the PSSA Math Assessment.	By June 2025, 14% of 3-7 grades students will score proficient or higher on the PSSA Math Assessment.	By June 2026, 15% of 3-7 grades students will score proficient or higher on the PSSA Math Assessment.	
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
By September 30, 2025, 5% of 3-8 grades students will be projected proficient on the Math PSSA as measured by IReady.	By December 30, 2025, 55% of 3-8 grades students will use IReady personalized instruction an average of 45 minutes a week.	By March 30, 2026, 7% of 3-8 grades students will be projected proficient on the Math PSSA as measured by IReady.	By June 2026, 10% of 3-8 grades students will score proficient or higher on the PSSA Math Assessment.

Action Plan

Measurable Goals

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

Action Plan For: MTSS

Measurable Goals:

- By June 2026, 25% of 3-8 grades students will score proficient or higher on the PSSA ELA Assessment.
- By June 30, 2026, 60% of students will demonstrate regular attendance. (90% or more days attended)
- By June 2026, 15% of 3-8 grades students will score proficient or higher on the PSSA Math Assessment.

Action Step		Anticipated Start Date	Anticipated Completion Date
KNPA Assistant Principals will provide professional development and coach teachers around tiered instruction and intervention.		2025-08-01	2026-07-01
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principal	APs	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
A yearly calendar of MTSS meetings will be created to reflect meetings and deadlines for data to be submitted..		2025-08-01	2025-10-01
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principal/Assistant Principal	MTSS Calendar	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
The MTSS team will conduct Tier 1, 2, and 3 meetings in September with teachers and case managers in order to evaluate the effectiveness of students' response to instruction and intervention.		2025-09-02	2025-10-01
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principal	MTSS Tracker	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
The MTSS team will conduct Tier 1, 2, and 3 meetings in October with teachers and case managers in order to evaluate the effectiveness of students' response to instruction and intervention.		2025-10-01	2025-10-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principal/Assistant Principal	MTSS Tracker	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
The MTSS team will conduct Tier 1, 2, and 3 meetings in November with teachers and case managers in order to evaluate the effectiveness of students' response to instruction and intervention.		2025-11-01	2025-11-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**

| Principal/Assistant Principal | MTSS Tracker | No | No |

Action Step		Anticipated Start Date	Anticipated Completion Date
The MTSS team will conduct Tier 1, 2, and 3 meetings in December with teachers and case managers in order to evaluate the effectiveness of students' response to instruction and intervention.		2025-12-01	2025-12-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principal/Assistant Principal	MTSS Tracker	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
The MTSS team will conduct Tier 1, 2, and 3 meetings in January with teachers and case managers in order to evaluate the effectiveness of students' response to instruction and intervention.		2026-01-01	2026-01-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principal/Assistant Principal	MTSS Tracker	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
The MTSS team will conduct Tier 1, 2, and 3 meetings in February with teachers and case managers in order to evaluate the effectiveness of students' response to instruction and intervention.		2026-02-01	2026-02-28
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principal/Assistant Principal	MTSS Tracker	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
The MTSS team will conduct Tier 1, 2, and 3 meetings in March with teachers and case managers in order to evaluate the effectiveness of students' response to instruction and intervention.		2026-03-01	2026-03-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principal/Assistant Principal	MTSS Tracker	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
The MTSS team will conduct Tier 1, 2, and 3 meetings in April with teachers and case managers in order to evaluate the effectiveness of students' response to instruction and intervention.		2026-04-01	2026-04-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principal/Assistant Principal	MTSS Tracker	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
The MTSS team will conduct Tier 1, 2, and 3 meetings in May with teachers and case managers in order to evaluate the effectiveness of students' response to instruction and intervention.		2026-05-01	2026-05-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principal/Assistant Principal	MTSS Tracker	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
The MTSS team will conduct end of the year Tier 1, 2, and 3 meetings in June with teachers and case managers in order to make decisions about the following year, as well as determine trends for celebrations and challenges.		2026-06-01	2026-07-01
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principal/Assistant Principal	MTSS TrackerStudent data reports	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
The leadership team will provide weekly feedback to teachers on improving Tier I ELA and Math instruction through observations and coaching of teachers.		2025-07-31	2026-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principal/Assistant Principal	Observation tracker, coaching notes	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
The leadership team will monitor teachers daily providing direct and explicit comprehensive strategy instruction using CKLA Skills and FishTank. (Grades K-2)		2025-08-01	2026-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principal/Assistant Principal	Observation tracker, coaching notes	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
The leadership team will monitor teacher daily providing direct and explicit comprehensive strategy instruction using FishTank. (Grades 3-8)		2025-08-01	2026-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principal/Assistant Principal	Observation tracker, coaching notes	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
The leadership team will lead teachers in an analysis of I-Ready assessment data for students in grades K-8 at the beginning of the year to determine individual need and progress.		2025-09-01	2025-09-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Sr. Director of Assessment	I-Ready reports, MTSS reports	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
The leadership team will lead teachers in an analysis of I-Ready assessment for students in grades K-8 at midyear to determine individual need and progress.		2025-12-01	2025-12-20
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Sr. Director of Assessment	I-Ready reports, MTSS reports	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
The leadership team will lead teachers in an analysis of I-Ready assessment for students in grades K-8 at the end of the year to determine individual need and progress.		2026-05-01	2026-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Sr. Director of Assessment	I-Ready reports, MTSS reports	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
The leadership team will monitor the Implementation of data-driven small group ELA and Math instruction in grades K-8 daily.		2025-08-01	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant Principal	Small group lesson plans, observation tracker, coaching notes, progress monitoring notes. We will also utilize a transfer of funds from Title II to support a teacher coach salary of $35,933, and a transfer from Title IV to fund a teacher salary of $47,000 along with $6,759 in associated benefits.	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
The MTSS team will monitor and evaluate Tier III ELA and math intervention to students monthly.		2025-09-01	2026-06-19
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant Principal of Student Services	MTSS Tier 3 agenda and progress monitoring notes	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
The leadership team will monitor the provision of data-driven Tier 3 intervention for students in grade K-8 based on the recommendations of the program.		2025-09-01	2026-06-16
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant Principal of Student Services	MTSS Tier 3 agenda and progress monitoring notes	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
The leadership team will monitor and evaluate case managers providing services to Tier III ELA and Math students		2025-09-01	2026-06-16
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant Principal of Student Services	Case manager assignments, notes, and evidence of student interventions and progress	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
The leadership team will monitor the delivery of the Eureka Squared curriculum in grades K-8 daily.		2025-08-20	2026-06-16
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant Principal (5-6)	observation tracker, coaching notes. We will also utilize a transfer of funds from Title II to support a teacher coach salary of $35,933, and a transfer from Title IV to fund a teacher salary of $47,000 along with $6,759 in associated benefits.	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
The leadership team will provide weekly coaching for teachers on ELA and math instruction in grades K-8 to provide more targeted instruction according to student data.		2025-08-20	2026-06-16
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principal	Coaching notes, student data, MTSS agenda	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Staff will conduct home visits to Tier 2 & 3 attendance students to promote awareness of the importance of school, to remove barriers to school attendance, and to build relationships with families.		2025-08-20	2026-06-16
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principal	Attendance Tracker	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Staff will provide information to parents about the importance of attendance and increasingly specific communication about their child's attendance and school performance through the MTSS framework.		2025-08-01	2026-06-16
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principal	Attendance Flyers	No	Yes

Action Step		Anticipated Start Date	Anticipated Completion Date
A calendar of monthly events to engage and inform families will be created and updated throughout the year to guide family engagement events.		2025-08-01	2026-06-16
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principal	School Calendar	No	Yes

Action Step		Anticipated Start Date	Anticipated Completion Date
The leadership team will initiate meetings with mental health service providers and families in order to streamline information to support students.		2025-08-20	2026-06-16
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Social Worker	List of providers	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
The APSS and special education teachers will initiate meetings with parents of students with IEPs to establish strong, positive relationships and problem-solve any issues that are present before school starts.		2025-07-01	2025-09-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
APSS	PowerSchool SPED	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
The APSS and special education teachers will contact parents of students with IEPs monthly to problem-solve any issues during the school year.		2025-08-16	2026-06-16

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
APSS	PowerSchool SPED	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
The climate team will develop clear procedures for all staff in handling student behavior at school.		2025-07-01	2025-09-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principal	Student Handbook	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
The climate team will report to all staff in September on the efficacy of procedures addressing student behavior at school and provide recommendations for adjustments and improvements.		2025-08-20	2025-09-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Deans of Culture	Dean's List	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
The climate team will report to all staff in October on the efficacy of procedures addressing student behavior at school and provide recommendations for adjustments and improvements.		2025-10-01	2025-10-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Deans of Culture	Dean's List	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
The climate team will report to all staff in November on the efficacy of procedures addressing student behavior at school and provide recommendations for adjustments and improvements.		2024-11-01	2025-12-16
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Deans of Culture	Dean's List	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
The climate team will report to all staff in December on the efficacy of procedures addressing student behavior at school and provide recommendations for adjustments and improvements.		2025-12-01	2025-12-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Deans of Culture	Dean's List	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
The climate team will report to all staff In January on the efficacy of procedures addressing student behavior at school and provide recommendations for adjustments and improvements.		2026-01-01	2026-01-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Deans of Culture	Dean's List	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
The climate team will report to all staff In February on the efficacy of procedures addressing student behavior at school and provide recommendations for adjustments and improvements.		2026-02-01	2026-02-28
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Deans of Culture	Dean's List	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
The climate team will report to all staff in March on the efficacy of procedures addressing student behavior at school and provide recommendations for adjustments and improvements.		2026-03-01	2026-03-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Deans of Culture	Dean's List	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
The climate team will report to all staff in April on the efficacy of procedures addressing student behavior at school and provide recommendations for adjustments and improvements.		2026-04-01	2026-04-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Deans of Culture	Dean's List	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
The climate team will report to all staff in May on the efficacy of procedures addressing student behavior at school and provide recommendations for adjustments and improvements.		2026-05-01	2026-05-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Deans of Culture	Dean's List	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
The climate team will report to all staff in June on the efficacy of procedures addressing student behavior at school and provide recommendations for adjustments and improvements.		2026-06-01	2026-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Deans of Culture	Dean's List	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
PD agendas, school calendar, coaching tracker, PD slide decks, data reports, data protocol, MTSS data tracker	Principal and school leadership review MTSS Tracker twice per year. Principal and school leadership review Teacher Observation Tracker on a monthly basis. Assistant principals complete Small Group observations 4x per year.

Action Plan For: Professional Learning Communities

Measurable Goals:

• By June 2026, 25% of 3-7 grades students will score proficient or higher on the PSSA ELA Assessment.		
• By June 2026, 15% of 3-7 grades students will score proficient or higher on the PSSA Math Assessment.		

Action Step		Anticipated Start Date	Anticipated Completion Date
Hold weekly Professional Learning Communities in August to provide space for teachers to collaborate, internalize lessons, and respond to data (connected to Math and ELA goals)		2025-08-01	2026-07-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principal	Math and ELA curriculum. Using schoolwide Title I funding, we will support instructional staff by providing $350,000 in lead teacher salaries and $105,000 in benefits, $90,000 in math teacher salaries and $26,103 in benefits, and $80,000 in ELA teacher salaries with $17,585 in benefits.	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Provide ongoing coaching to teachers		2025-08-01	2026-07-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principal	Observation Tracker	Yes	Yes

Action Step		Anticipated Start Date	Anticipated Completion Date
Hold weekly Professional Learning Communities in September to provide space for teachers to collaborate, internalize lessons, and respond to data (connected to Math and ELA goals)		2025-09-01	2025-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principal	Math and ELA curriculum. Using schoolwide Title I funding, we will support instructional staff by providing $350,000 in lead teacher salaries and $105,000 in benefits, $90,000 in math teacher salaries and $26,103 in benefits, and $80,000 in ELA teacher salaries with $17,585 in benefits.	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Hold weekly Professional Learning Communities in October to provide space for teachers to collaborate, internalize lessons, and respond to data (connected to Math and ELA goals)		2025-10-01	2026-10-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principal	Math and ELA curriculum. Using schoolwide Title I funding, we will support instructional staff by providing $350,000 in lead teacher salaries and	No	No

	$105,000 in benefits, $90,000 in math teacher salaries and $26,103 in benefits, and $80,000 in ELA teacher salaries with $17,585 in benefits.		

Action Step		Anticipated Start Date	Anticipated Completion Date
Hold weekly Professional Learning Communities in November to provide space for teachers to collaborate, internalize lessons, and respond to data (connected to Math and ELA goals) K-7.		2025-11-01	2026-11-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principal	Math and ELA curriculum. Using schoolwide Title I funding, we will support instructional staff by providing $350,000 in lead teacher salaries and $105,000 in benefits, $90,000 in math teacher salaries and $26,103 in benefits, and $80,000 in ELA teacher salaries with $17,585 in benefits.	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Hold weekly Professional Learning Communities in December to provide space for teachers to collaborate, internalize lessons, and respond to data (connected to Math and ELA goals)		2025-12-01	2026-12-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principal	Math and ELA curriculum. Using schoolwide Title I funding, we will support instructional staff by providing $350,000 in lead teacher salaries and $105,000 in benefits, $90,000 in math teacher salaries and $26,103 in benefits, and $80,000 in ELA teacher salaries with $17,585 in benefits.	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Hold weekly Professional Learning Communities in January to provide space for teachers to collaborate, internalize lessons, and respond to data (connected to Math and ELA goals)		2025-01-01	2026-01-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Prinicpal	Math and ELA curriculum. Using schoolwide Title I funding, we will support instructional staff by providing $350,000 in lead teacher salaries and $105,000 in benefits, $90,000 in math teacher salaries and $26,103 in benefits,	No	No

	and $80,000 in ELA teacher salaries with $17,585 in benefits.		

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Hold weekly Professional Learning Communities in February to provide space for teachers to collaborate, internalize lessons, and respond to data (connected to Math and ELA goals)		2026-02-01	2026-02-28
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principal	Math and ELA curriculum. Using schoolwide Title I funding, we will support instructional staff by providing $350,000 in lead teacher salaries and $105,000 in benefits, $90,000 in math teacher salaries and $26,103 in benefits, and $80,000 in ELA teacher salaries with $17,585 in benefits.	No	No

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Hold weekly Professional Learning Communities in March to provide space for teachers to collaborate, internalize lessons, and respond to data (connected to Math and ELA goals)		2026-03-01	2026-03-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principal	Math and ELA curriculum. Using schoolwide Title I funding, we will support instructional staff by providing $350,000 in lead teacher salaries and $105,000 in benefits, $90,000 in math teacher salaries and $26,103 in benefits, and $80,000 in ELA teacher salaries with $17,585 in benefits.	No	No

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
School and district leaders will develop technical assistance plans with Mass Insight.		2025-08-01	2026-07-01
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Jamie Cameron/Principal	Mass Insight	No	No

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Hold weekly Professional Learning Communities in April to provide space for teachers to collaborate, internalize lessons, and respond to data (connected to Math and ELA goals)		2026-04-01	2026-04-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principal	Math and ELA curriculum.Using schoolwide Title I funding, we will support instructional staff by providing $350,000 in lead teacher salaries and	No	No

	$105,000 in benefits, $90,000 in math teacher salaries and $26,103 in benefits, and $80,000 in ELA teacher salaries with $17,585 in benefits.		

Action Step		Anticipated Start Date	Anticipated Completion Date
Hold weekly Professional Learning Communities in May to provide space for teachers to collaborate, internalize lessons, and respond to data (connected to Math and ELA goals)		2026-05-01	2026-05-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principal	Fishtank curriculum	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Hold weekly Professional Learning Communities in June to provide space for teachers to collaborate, internalize lessons, and respond to data (connected to Math and ELA goals)		2026-06-01	2026-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principal	Math and ELA curriculum. Using schoolwide Title I funding, we will support instructional staff by providing $350,000 in lead teacher salaries and $105,000 in benefits, $90,000 in math teacher salaries and $26,103 in benefits, and $80,000 in ELA teacher salaries with $17,585 in benefits.	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
The leadership team will develop and update a year-long PD calendar to coordinate with PLC meetings and topics.		2025-07-01	2025-08-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Head of Schools	School Calendar	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
The leadership team will update the PD calendar throughout the year to coordinate with PLC meetings and topics.		2025-08-01	2026-06-16
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principal	PD calendar	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
The leadership team will review the effectiveness of professional learning and PLC meetings in monthly leadership team meetings.		2025-09-01	2026-06-21
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principal	PD Calendar	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date

Literacy assessment analysis reviewing DIBELS, Iready and/or curriculum assessments completed at the time of review. Action Step: Literacy assessment analysis reviewing DIBELS, Iready, and/or curriculum assessments completed at the time of review.		2025-08-20	2026-06-19
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principal	Principal and school leadership review Iready data x3 a year.Principal and school leadership review DIBELS reports x2 year.	No	No

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
Assistant Principal Salary (Additional AP to Support Assistant Principal duties - Professional Development, teacher coaching, Staff and Student Culture Improvement, etc)	• MTSS • Professional Learning Communities	Salary	2	124000
Principal Salary (Additional Principal to Support Principal duties - Professional Development, teacher coaching, Staff and Student Culture Improvement, etc)	• MTSS • Professional Learning Communities	Salary	2	31000
Assistant Principal Benefits (Additional AP to Support Assistant Principal duties - Professional Development, teacher coaching, Staff and Student Culture Improvement, etc)	• MTSS • Professional Learning Communities	Benefits	2	28500
Principal Benefits (Additional Principal to Support Assistant Principal duties - Professional Development, Staff and Student Culture Improvement, etc)	• MTSS • Professional Learning Communities	Benefits	2	17800
Total Expenditures				201300

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 • Professional Learning Communities	Lead teacher salaries	350000
Instruction	• MTSS • Professional Learning Communities	Lead teacher benefits	105000

Instruction	• MTSS • Professional Learning Communities	Math teacher salaries	90000	
Instruction	• MTSS • Professional Learning Communities	Math teacher benefits	26103	
Instruction	• MTSS • Professional Learning Communities	ELA teacher salaries	80000	
Instruction	• MTSS • Professional Learning Communities	ELA teacher benefits	17585	
Instruction	• MTSS • Professional Learning Communities	Transfer from Title II - Teacher coach salary	35933	
Instruction	• MTSS • Professional Learning Communities	Transfer from Title IV - Teacher salary (Lead Teacher)	47000	
Instruction	• MTSS • Professional Learning Communities	Transfer from Title IV - teacher benefits (Lead Teacher)	6759	
Total Expenditures				758380

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
MTSS	KNPA Assistant Principals will provide professional development and coach teachers around tiered instruction and intervention.
MTSS	The leadership team will lead teachers in an analysis of I-Ready assessment data for students in grades K-8 at the beginning of the year to determine individual need and progress.
MTSS	The leadership team will lead teachers in an analysis of I-Ready assessment for students in grades K-8 at midyear to determine individual need and progress.
MTSS	The leadership team will lead teachers in an analysis of I-Ready assessment for students in grades K-8 at the end of the year to determine individual need and progress.
Professional Learning Communities	Provide ongoing coaching to teachers

Effective Strategies for Teaching Students with Disabilities

Action Step
• Provide ongoing coaching to teachers • Hold weekly Professional Learning Communities in September to provide space for teachers to collaborate, internalize lessons, and respond to data (connected to Math and ELA goals) • Hold weekly Professional Learning Communities in June to provide space for teachers to collaborate, internalize lessons, and respond to data (connected to Math and ELA goals)

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 IEPs

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
Regional Managing Director of Student Supports	2025-08-01	2026-07-01

Learning Format

Type of Activities	Frequency
Other	weekly/monthly

Observation and Practice Framework Met in this Plan

This Step Meets the Requirements of State Required Trainings
Teaching Diverse Learners in Inclusive Settings

Trauma Informed Training

Action Step
• Provide ongoing coaching to teachers

• Hold weekly Professional Learning Communities in June to provide space for teachers to collaborate, internalize lessons, and respond to data (connected to Math and ELA goals)

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 topositively 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 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**
Social Worker, Regional Director of SPED	2025-08-01	2026-07-01

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
• KNPA Assistant Principals will provide professional development and coach teachers around tiered instruction and intervention.
• Provide ongoing coaching to teachers
• Hold weekly Professional Learning Communities in January to provide space for teachers to collaborate, internalize lessons, and respond to data (connected to Math and ELA goals)

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	2026-07-01

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 ongoing coaching to teachers • Hold weekly Professional Learning Communities in January to provide space for teachers to collaborate, internalize lessons, and respond to data (connected to Math and ELA goals)
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	2026-07-01

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
• KNPA Assistant Principals will provide professional development and coach teachers around tiered instruction and intervention.	Staff professional development	Feedback from classroom observations, best practices and recommendations on effective teaching	Principal	07/01/2025	06/30/2026

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**
• The leadership team will lead teachers in an analysis of I-Ready assessment data for students in grades K-8 at the beginning of the year to determine individual need and progress.	Families and students	-Classroom expectations-Best practices for curricular implementation-Social Emotional resources available	Principal	08/01/2025	06/30/2026

Communications

Type of Communication	Frequency
Newsletter	Weekly/Monthly
Email	Weekly/Monthly
Posting on district website	Weekly/Monthly

Approvals & Signatures

Uploaded Files
• 2025_06_18_board_meeting_minutes_435872d2.pdf • 2025_06_18_board_meeting_minutes.pdf

Chief School Administrator	Date
Susanna Tagoe	2025-10-27
Building Principal Signature	**Date**
Susanna Tagoe	2025-10-27
School Improvement Facilitator Signature	**Date**
Shelley Vail-Smith	2025-10-27