

**KIPP Philadelphia CS**

CSI School Plan | 2025 - 2026

## Profile and Plan Essentials

<b>LEA Type</b>		AUN
Charter School		126510013
<b>Address 1</b>		
2539 N. 16th Street		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip Code</b>
Philadelphia	PA	19132
<b>Chief School Administrator</b>		<b>Chief School Administrator Email</b>
Ms Stephanie White		kpcspde@kippphiladelphia.org
<b>Single Point of Contact Name</b>		
Tracy MacArthur		
<b>Single Point of Contact Email</b>		
tmacarthur@kipppphiladelphia.org		
<b>Single Point of Contact Phone Number</b>		<b>Single Point of Contact Extension</b>
2156302274		
<b>Principal Name</b>		
Stephanie White		
<b>Principal Email</b>		
kpcspde@kippphiladelphia.org		
<b>Principal Phone Number</b>		<b>Principal Extension</b>
267-687-7283		
<b>School Improvement Facilitator Name</b>		<b>School Improvement Facilitator Email</b>
Chad Evans		CEvans@Bucksiu.org



## **LEA Profile**

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

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

## **Mission and Vision**

### **Mission**

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

### **Vision**

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

## Educational Values

### Students

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

### Staff

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

### Administration

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

### Parents

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

### Community

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

### Other (Optional)

## Future Ready PA Index

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

<b>True K</b>	<b>True 1</b>	<b>True 2</b>	<b>True 3</b>	<b>True 4</b>	<b>True 5</b>	<b>True 6</b>
<b>True 7</b>	<b>True 8</b>	<b>False 9</b>	<b>False 10</b>	<b>False 11</b>	<b>False 12</b>	

## Proficient or Advanced in English Language Arts/Literature

### Review of the School(s) Level Performance

#### Strengths

Indicator	Comments/Notable Observations
Academic Growth Expectations in English Language Arts/Literatures	The All Student Group has surpassed academic growth expectations in English Language Arts and Literature, demonstrating exceptional progress and a strong commitment to continued learning and achievement.
College and Career Measures	The All Student Group meets the performance standard for College and Career Measures, with a strong percentage of students achieving the Career Standards Benchmark—demonstrating readiness for future academic and professional success.
Science/Biology	The All Student Group meets the standard for demonstrating academic growth in Science/Biology, reflecting steady progress and effective learning strategies in place.

#### Challenges

Indicator	Comments/Notable Observations
Percent Proficient/Advanced in English Language Arts/Literature	The All Student Group did not meet the interim goal or improvement target for the percentage of students achieving Proficient or Advanced levels in English Language Arts/Literature, indicating a continued area of focus for instructional support and growth.
Percent Proficient/Advanced in Mathematics/Algebra 1	The All Student Group did not meet the interim goal or improvement target for the percentage of students achieving Proficient or Advanced levels in Mathematics/Algebra 1, highlighting the need for ongoing support and targeted instructional strategies to promote academic growth.
Academic Growth Expectations in Mathematics/Algebra 1	The All Student Group did not meet the standard for demonstrating academic growth in Mathematics/Algebra 1, signaling an opportunity to strengthen instructional approaches and support systems to accelerate student progress.
Regular Attendance	The All Student Group did not meet the performance standard for regular attendance, with 64.3% of students not identified as chronically absent—highlighting the importance of continued efforts to improve student engagement and consistent school attendance.

## Proficient or Advanced in Mathematics/Algebra

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

#### Strengths

<p><b>Indicator</b> Career Standards Benchmark <b>ESSA Student Subgroups</b> African-American/Black, Economically Disadvantaged</p>	<p><b>Comments/Notable Observations</b> The All Student Group meets the performance standard for the Career Standards Benchmark, with 94.1% of students demonstrating readiness for postsecondary success through achievement of key career competencies. (23-24 SY)The Black Student Group meets the performance standard for the Career Standards Benchmark, with 93.5% of students demonstrating readiness for postsecondary success through achievement of key career competencies. (23-24 SY)The Economically Disadvantaged Student Group meets the performance standard for the Career Standards Benchmark, with 93% of students demonstrating readiness for postsecondary success through achievement of key career competencies. (23-24 SY)</p>
<p><b>Indicator</b> <b>ESSA Student Subgroups</b></p>	<p><b>Comments/Notable Observations</b></p>
<p><b>Indicator</b> <b>ESSA Student Subgroups</b></p>	<p><b>Comments/Notable Observations</b></p>
<p><b>Indicator</b> Science/Biology <b>ESSA Student Subgroups</b> African-American/Black, Economically Disadvantaged, Students with Disabilities</p>	<p><b>Comments/Notable Observations</b> The All Student Group meets the standard for demonstrating academic growth in Science/Biology. Notably, 77% of Black students and economically disadvantaged students, as well as 75% of students with disabilities, are meeting growth expectations—reflecting meaningful progress across key student groups.</p>

#### Challenges

<p><b>Indicator</b> Proficient or Advanced on Pennsylvania State Assessments <b>ESSA Student Subgroups</b> African-American/Black</p>	<p><b>Comments/Notable Observations</b> The All Student Group, including African American and/or Black students, economically disadvantaged students, and students with disabilities, did not meet the interim goals or improvement targets in English Language Arts/Literature, Mathematics/Algebra, and Science/Biology. This consistent trend across these key subgroups emphasizes the need for targeted interventions and strategies to better support their academic growth and achievement moving forward.</p>
<p><b>Indicator</b> Regular Attendance <b>ESSA Student Subgroups</b> African-American/Black, Multi-Racial (not Hispanic), Economically Disadvantaged, Students with Disabilities</p>	<p><b>Comments/Notable Observations</b> The All Student Group did not meet the performance standard for regular attendance, a trend that is consistent across all student subgroups. This highlights the ongoing need for targeted efforts to improve student engagement and reduce chronic absenteeism across all groups.The Black Student Group did not meet the performance standard for regular attendance with 64.9% attending regularly. (22-23 SY)The Economically Disadvantaged Student Group did not meet the performance standard for regular attendance with 64% attending regularly. (22-23 SY)The Students with Disabilities Group did not meet the performance standard for regular attendance with 58.9% attending regularly. (22-23 SY)</p>
<p><b>Indicator</b> Career Standards Benchmark <b>ESSA Student Subgroups</b></p>	<p><b>Comments/Notable Observations</b> The Student with Disabilities Group did not meet the performance standard for the Career Standards Benchmark, with 88.1% of students demonstrating readiness for</p>

Students with Disabilities	postsecondary success through achievement of key career competencies. This was a decrease from the previous year from 98.2%. (23-24 SY)
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## 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.

College and Career Measures - The All Student Group meets the performance standard for College and Career Measures, with a strong percentage of students achieving the Career Standards Benchmark—demonstrating readiness for future academic and professional success.
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Academic Growth Expectations in English Language Arts/Literatures - The All Student Group has surpassed academic growth expectations in English Language Arts and Literature, demonstrating exceptional progress and a strong commitment to continued learning and achievement.
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### 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.

Regular Attendance - The All Student Group did not meet the performance standard for regular attendance, a trend that is consistent across all student subgroups. This highlights the ongoing need for targeted efforts to improve student engagement and reduce chronic absenteeism across all groups.
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State Assessments - The All Student Group, including African American and/or Black students, economically disadvantaged students, and students with disabilities, did not meet the interim goals or improvement targets in English Language Arts/Literature, Mathematics/Algebra, and Science/Biology. This consistent trend across these key subgroups emphasizes the need for targeted interventions and strategies to better support their academic growth and achievement moving forward.
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## Local Assessment

### English Language Arts

Data	Comments/Notable Observations
NWEA MAP Growth Assessment - Percent of Students hitting typical growth goals	In Spring 2025 43% of 5-8 graders and 47% of K-4 grade students met their typical growth goal in ELA. In ELA only 38% of all students Met Typical growth goals in Winter of SY 2023-24 that is down from 44% in Winter of SY 2022-23, and 42% in Spring of SY 2022-23. This is well below our goal of at least 50%. Even fewer students with IEPs experienced typical growth with only 29% of students with IEPs hitting typical growth goals in Winter of SY 2023-24.
NWEA MAP Growth Assessment - Percent of students at or above the 50th percentile	In Spring 2025 24% of 5-8 graders and 27% of K-4 grade students were at or above the 50th percentile. Only 18% of all students in grades K-8 achieved at or above the 50th percentile in the Winter Administration of SY 2023-24. Only 5% of students with IEPs in grades K-8 achieved at or above the 50th percentile in the Winter Administration of SY 2023-24.
DIBELS (Dynamic Indicators of Basic Early Literacy Skills) - Percent of students at Benchmark	In SY 2022-23 the percent of students at or above benchmark in grades K-2 went from 23% in the Fall of 2022 to 33% by the Spring of 2023. In SY 2023-24 the percent of students at or above benchmark in grades K-2 went from 24% in the Fall of 2021 to 28% by the Winter of 2024.

### English Language Arts Summary

#### Strengths

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

#### Challenges

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

### Mathematics

Data	Comments/Notable Observations
NWEA MAP Growth Assessment - Percent of Students hitting typical growth goals	In Spring 2025 48% of 5-8 graders and 58% of K-4 grade students met their typical growth goal in ELA. In Math 51% of all students Met Typical growth goals in Winter of SY 2023-24 that is up from 46% in Winter of SY 2022-23, and 37% in Spring of SY 2022-23. This is meeting our goal of at least 50%. The same percentage of students

	with IEPs experienced typical growth which is an indicator that PVASS growth will also be strong in the 23-24 school year.
NWEA MAP Growth Assessment - Percent of students at or above the 50th percentile	In Spring 2025 5% of 5-8 graders and 16% of K-4 grade students were at or above the 50th percentile. Only 17% of all students in grades K-8 achieved at or above the 50th percentile in the Winter Administration of SY 2023-24. Only 11% of students with IEPs in grades K-8 achieved at or above the 50th percentile in the Winter Administration of SY 2023-24.

## Mathematics Summary

### Strengths

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

### Challenges

KPCS has and is continuing to provide teachers with professional development focused on Eureka Module and Lesson internalization, in order to increase content knowledge and pedagogical proficiency.
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.

## Science, Technology, and Engineering Education

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

## Science, Technology, and Engineering Education Summary

### Strengths

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

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

### Career Readiness

Data	Comments/Notable Observations
Career Standards Benchmark 23-24	The All Student Group meets the performance standard for the Career Standards Benchmark, demonstrating strong preparedness for postsecondary success and a solid foundation in key career competencies.

### 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.

The All Student Group meets the performance standard for the Career Standards Benchmark, demonstrating strong preparedness for postsecondary success and a solid foundation in key career competencies.

### Challenges

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

We need to continue this trend into high school.



## Equity Considerations

### English Learners

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

### Students with Disabilities

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

Data	Comments/Notable Observations
PSSA Overview	For School Year 2024, KIPP Philadelphia CS IEP students scored 8.5% proficient in ELA, 5% in Math, and 23% in Science. For School Year 2022, KIPP Philadelphia CS IEP students scored 6% proficient in ELA, 1% in Math, and 10% in Science.

### Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
PSSA Overview	For School Year 2022, KIPP Philadelphia CS students scored 23% proficient in ELA, 6% in Math, and 34% in Science.
Grades 3 and 4 PSSA ELA performance	Forty-five percent of students scored below basic, 38% scored basic, and 16% were proficient.
Grades 3 and 4 PSSA Math performance	Sixty percent scored below basic, 25% scored basic, and 14% scored proficient.
Grades 3 and 4 PSSA Science performance	Twenty three scored below basic, 35% scored basic, 34% scored proficient, and 8% scored advanced.
Grades 5-8 PSSA ELA performance	26% scored below basic, 48% scored basic, 24% scored proficient, and 3% scored advanced.
Grades 5-8 PSSA Math performance	80% of students scored below basic, 19% scored basic, and 1% scored proficient.
Grades 5-8 PSSA Science performance	42% scored below basic, 34% scored basic, and 19% proficient and 4% scored advanced.

### Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Black	Students in this student group scored 23% proficient in PSSA ELA, 6% in Math, and 32% in Science.
Asian	The only student in this group scored proficient in ELA, math results not available.

Hispanic	23% scored proficient in PSSA ELA exams, 8% in Math, and 67% in Science.
White	Both students in this subgroup scored proficient in PSSA ELA, Math, and Science exams.
2 or More Races	57% of students in this subgroup scored proficient in PSSA ELA exams, 14% in Math and 0 in Science.

## Summary

### Strengths

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

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


### Challenges

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

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

A continuum of academic research-based interventions

Teacher skill to provide consistent and quality Tier I, II, and III instruction.


## Supplemental LEA Plans

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

### Strengths

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

KIPP has KIPP Forward team that works with students in grades 3-12 and then for 4 years after graduation to support on college and career goals.

KIPP offers a 1-to-1 laptop program, which allows for blended learning.

### Challenges

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

## Conditions for Leadership, Teaching, and Learning

### Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Operational
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Operational
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Operational
Identify and address individual student learning needs	Operational
Provide frequent, timely, and systematic feedback and support on instructional practices	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	Operational
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Operational
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Operational
Continuously monitor implementation of the school improvement plan and adjust as needed	Emerging

### Provide Student-Centered Support Systems

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

### Foster Quality Professional Learning

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

## Summary

### Strengths

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

Over the last two years, we've closely aligned our curriculum in science, math and ELA to PA Core standards and state assessments.

We've ensured that our assessment suite provides clear aligned data to allow for differentiated instruction and information to prioritize reteaching content and subgroups of students.
We've ensured a frequent and consistent structure to provide teachers with weekly instructional feedback on their planning and execution.
We've implemented intensive leadership development for principals, assistant principals and teacher leaders to build skill, mindset and best practices.
We've implemented intensive leadership development for principals, assistant principals and teacher leaders to build skill, mindset and best practices. Our leaders have the mindset that they need to continue to grow and learn. If we leverage leadership training to focus even more directly on teacher development, we'll likely see teacher professional development structures be more effective.

### Challenges

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

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

## Summary of Strengths and Challenges from the Needs Assessment

### Strengths

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

Strength	Check for Consideration in Plan
KIPP has KIPP Forward team that works with students in grades 3-12 and then for 4 years after graduation to support on college and career goals.	False
KIPP offers a 1-to-1 laptop program, which allows for blended learning.	False
The All Student Group meets the performance standard for the Career Standards Benchmark, demonstrating strong preparedness for postsecondary success and a solid foundation in key career competencies.	False
For School Year 2022, KIPP Philadelphia CS students scored 23% proficient in ELA, 6% in Math, and 34% in Science.	False
DIBELS (Dynamic Indicators of Basic Early Literacy Skills) - Percent of students at Benchmark: In addition to the pre-pandemic strategies. KPCS has continued to strengthen its early literacy program by mandating all teachers complete the LETRS course from the curriculum company Lexia. LETRS teaches the skills needed to master the fundamentals of reading instruction—phonological awareness, phonics, fluency, vocabulary, comprehension, writing, and language.	False
DIBELS (Dynamic Indicators of Basic Early Literacy Skills) - Percent of students at Benchmark: KPCS is using DIBELS progress monitoring data to fuel a data based approach to early Literacy instruction should set the foundation for increased achievement for all student groups.	False
We've implemented intensive leadership development for principals, assistant principals and teacher leaders to build skill, mindset and best practices. Our leaders have the mindset that they need to continue to grow and learn. If we leverage leadership training to focus even more directly on teacher development, we'll likely see teacher professional development structures be more effective.	False
NWEA MAP Growth Assessment - Percent of Students hitting typical growth goals: Both the all students sub group and students with IEPS hit the minimum goal for typical growth. This is evidence that the strategies put into place to support student learning for the all students group and the SPED student subgroup are having the a positive effect on learning.	False
NWEA MAP Growth Assessment - Percent of Students hitting typical growth goals: One of the strategies put into place in the SY 23-24 school year was the implementation of the new version of the Eureka Curriculum (Called Eureka Squared) produced by GreatMinds. This curriculum will be expanded down to K-4 in the SY 24-25 school year.	False
KPCS is currently in a multiyear process of adopting the Amplify Science curriculum. Amplify Science is a K–8 science curriculum that blends hands-on investigations, literacy-rich activities, and interactive digital tools to empower students to think, read, write, and argue like real scientists.	False
Over the last two years, we've closely aligned our curriculum in science, math and ELA to PA Core standards and state assessments.	False

We've ensured that our assessment suite provides clear aligned data to allow for differentiated instruction and information to prioritize reteaching content and subgroups of students.	False
We've ensured a frequent and consistent structure to provide teachers with weekly instructional feedback on their planning and execution.	False
We've implemented intensive leadership development for principals, assistant principals and teacher leaders to build skill, mindset and best practices.	True
College and Career Measures - The All Student Group meets the performance standard for College and Career Measures, with a strong percentage of students achieving the Career Standards Benchmark—demonstrating readiness for future academic and professional success.	False
Academic Growth Expectations in English Language Arts/Literatures - The All Student Group has surpassed academic growth expectations in English Language Arts and Literature, demonstrating exceptional progress and a strong commitment to continued learning and achievement.	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
We need to continue this trend into high school.	False
KPCS has and is continuing to provide teachers with professional development focused on Eureka Module and Lesson internalization, in order to increase content knowledge and pedagogical proficiency.	False
If we improve teacher professional development, our teachers will increase student achievement more rapidly.	False
NWEA MAP Growth Assessment - Percent of Students hitting typical growth goals: MAP results indicate that most students are not learning at the same rate as their peers across the country. In order to accelerate growth KPCS is planning on implementing several new curriculum in the SY 24-25 school year. In K-2 The Amplify CKLA Skills program will be used to establish strong reading foundations in K-2 classrooms. Amplify CKLA Skills is grounded in Science of Reading research and was the first foundational skills program to earn all-green scores on EdReports.	False
NWEA MAP Growth Assessment - Percent of students at or above the 50th percentile: MAP results indicate that most students are also not achieving at a rate that will put most students on track to be college and career ready. As written above to increase achievement the implementation of Eureka Squared will be expanded to grades K-4.	False
We need to further strengthen our teacher professional development to build teacher skill in a faster and more targeted way.	True
A continuum of academic research-based interventions	True
Teacher skill to provide consistent and quality Tier I, II, and III instruction.	True
For School Year 2022, KIPP Philadelphia CS IEP students scored 6% proficient in ELA, 1% in Math, and 10% in Science. These students tend to score lower than other subgroups.	False

NWEA MAP Growth Assessment - Percent of students at or above the 50th percentile: MAP results indicate that most students are also not achieving at a rate that will put most students on track to be college and career ready. To increase achievement KPCS will also implement a new curriculum in grades 3-8. The curriculum selection process is currently in its final stage.	False
	False
It takes time for teachers to master the use of a new curriculum. KPCS began transitioning to amplify in SY 2022-23. By SY 2024-24 KPCS science teachers will be in their 3rd year implementing the program and achievement is expected to increase as teachers gain more experience executing the curriculum.	False
Regular Attendance - The All Student Group did not meet the performance standard for regular attendance, a trend that is consistent across all student subgroups. This highlights the ongoing need for targeted efforts to improve student engagement and reduce chronic absenteeism across all groups.	False
State Assessments - The All Student Group, including African American and/or Black students, economically disadvantaged students, and students with disabilities, did not meet the interim goals or improvement targets in English Language Arts/Literature, Mathematics/Algebra, and Science/Biology. This consistent trend across these key subgroups emphasizes the need for targeted interventions and strategies to better support their academic growth and achievement moving forward.	False

### Most Notable Observations/Patterns

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

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## Analyzing (Strengths and Challenges)

### Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
We need to further strengthen our teacher professional development to build teacher skill in a faster and more targeted way.		True
A continuum of academic research-based interventions		False
Teacher skill to provide consistent and quality Tier I, II, and III instruction.		True

### Analyzing Strengths

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

### Priority Challenges

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

<b>Outcome Category</b>			
Mathematics			
<b>Measurable Goal Statement (Smart Goal)</b>			
By June 2028, 15% of 3-8 grades students will score proficient or higher on the PSSA Math Assessment.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
Math - PLC			
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>	
By June 2026, 13% of 3-8 grades students will score proficient or higher on the PSSA Math Assessment.	By June 2027, 14% of 3-8 grades students will score proficient or higher on the PSSA Math Assessment.	By June 2028, 15% of 3-8 grades students will score proficient or higher on the PSSA Math Assessment.	
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
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, 10% of 3-8 grades students will be projected proficient on the Math PSSA as measured by IReady.	By June 2026, 13% of 3-8 grades students will score proficient or higher on the PSSA Math Assessment.

<b>Outcome Category</b>			
English Language Arts			
<b>Measurable Goal Statement (Smart Goal)</b>			
By June 2028, 35% of 3-8 grades students will score proficient or higher on the PSSA ELA Assessment.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
ELA - PLC			
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>	
By June 2026, 30% of 3-8 grades students will score proficient or higher on the PSSA ELA Assessment.	By June 2027, 33% of 3-8 grades students will score proficient or higher on the PSSA ELA Assessment.	By June 2028, 35% of 3-8 grades students will score proficient or higher on the PSSA ELA Assessment.	
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
By September 30, 2025, 27% 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, 29% of 3-8 grades students will be projected proficient on the ELA PSSA as measured by IREADY.	By June 2026, 30% of 3-8 grades students will score proficient or higher on the PSSA ELA Assessment.

**Priority: The majority of students are below grade level in math and reading. To address the low student outcomes in math and reading KPCS 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.**

<b>Outcome Category</b>			
Mathematics			
<b>Measurable Goal Statement (Smart Goal)</b>			

By June 2028, 15% of 3-8 grades students will score proficient or higher on the PSSA Math Assessment.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
Math - Intervention			
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>	
By June 2026, 13% of 3-8 grades students will score proficient or higher on the PSSA Math Assessment.	By June 2027, 14% of 3-8 grades students will score proficient or higher on the PSSA Math Assessment.	By June 2028, 15% of 3-8 grades students will score proficient or higher on the PSSA Math Assessment.	
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
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, 10% of 3-8 grades students will be projected proficient on the Math PSSA as measured by IReady.	By June 2026, 13% of 3-8 grades students will score proficient or higher on the PSSA Math Assessment.

<b>Outcome Category</b>			
English Language Arts			
<b>Measurable Goal Statement (Smart Goal)</b>			
By June 2028, 35% of 3-8 grades students will score proficient or higher on the PSSA ELA Assessment.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
ELA - Intervention			
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>	
By June 2026, 30% of 3-8 grades students will score proficient or higher on the PSSA ELA Assessment.	By June 2027, 33% of 3-8 grades students will score proficient or higher on the PSSA ELA Assessment.	By June 2028, 35% of 3-8 grades students will score proficient or higher on the PSSA ELA Assessment.	
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
By September 30, 2025, 27% 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, 29% of 3-8 grades students will be projected proficient on the ELA PSSA as measured by IREADY.	By June 2026, 30% of 3-8 grades students will score proficient or higher on the PSSA ELA Assessment.

<b>Outcome Category</b>			
Regular Attendance			
<b>Measurable Goal Statement (Smart Goal)</b>			
By June 30, 2028, 65% of students will demonstrate regular attendance.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
Attendance - Intervention			
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>	
By June 30, 2026, 60% of students will demonstrate regular attendance.	By June 30, 2027, 63% of students will demonstrate regular attendance.	By June 30, 2028, 65% of students will demonstrate regular attendance.	
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
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.



## Action Plan

### Measurable Goals

Math - PLC	ELA - PLC
Math - Intervention	ELA - Intervention
Attendance - Intervention	

### Action Plan For: Professional Learning Communities

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>By June 2028, 15% of 3-8 grades students will score proficient or higher on the PSSA Math Assessment.</li> <li>By June 2028, 35% of 3-8 grades students will score proficient or higher on the PSSA ELA Assessment.</li> </ul>

Action Step	Anticipated Start Date	Anticipated Completion Date
Create Professional Learning Communities to provide space for teachers to collaborate, internalize lessons, and respond to data (connected to Math and ELA goals)	2025-07-01	2026-07-01
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>
Principal	See Title I breakdown in the following section.	No
		<b>Com Step?</b>
		No

Action Step	Anticipated Start Date	Anticipated Completion Date
Develop a PD calendar	2025-07-01	2026-07-01
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>
Principal, DOO, Regional Office staff	.	No
		<b>Com Step?</b>
		Yes

Action Step	Anticipated Start Date	Anticipated Completion Date
Provide ongoing coaching to teachers	2025-07-01	2026-07-01
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>
Principal, APs, Teachers	.Assistant Principal - Title I Funded	No
		<b>Com Step?</b>
		No

Action Step	Anticipated Start Date	Anticipated Completion Date
Math content knowledge professional development for teachers and school leadership (Math) (Grades K-8)	2025-07-01	2026-07-01
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>
Principal, APs, Teachers	Curriculum Math Teacher - Title I Funding (salary and benefit)	No
		<b>Com Step?</b>
		No

Action Step	Anticipated Start Date	Anticipated Completion Date
Professional development on Eureka Squared (Math) for grades K-8.	2025-07-01	2026-07-01
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>
Principal, APs, Teachers	Curriculum Assistant Principial - Title I Funding	No
		<b>Com Step?</b>
		No

Action Step	Anticipated Start Date	Anticipated Completion Date
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Literacy assessment analysis reviewing DIBELS, IReady, and/or curriculum assessments completed at the time of review. Action Step: Literacy assessment analysis reviewing DIBELS, MAP, and/or curriculum assessments completed at the time of review.		2025-07-01	2026-07-01
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Principal, APs, Teachers, Regional Office staff	Curriculum, Assessment tools ELA Teachers - Title I Funding (Salary and Benefits)	No	No

<b>Action Step</b>		<b>Anticipated Start Date</b>	<b>Anticipated Completion Date</b>
Provide one day New Teacher Orientation		2025-07-01	2026-07-01
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Principal, APs, DOO, Regional Office staff	Laptops, PowerPoint, Handouts, Google Drive	No	No

<b>Action Step</b>		<b>Anticipated Start Date</b>	<b>Anticipated Completion Date</b>
Provide one week of August professional development		2025-07-01	2026-07-01
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Principal, APs, DOO, Regional Office staff	Laptops, PowerPoint, Handouts, Google Drive	No	No

<b>Action Step</b>		<b>Anticipated Start Date</b>	<b>Anticipated Completion Date</b>
Mass Insight will provide two implementation specialist engagements each month (as directed by the Technical Assistance Plan).		2025-07-01	2026-07-01
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Mass Insight	Mass Insight	No	No

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

<b>Action Step</b>		<b>Anticipated Start Date</b>	<b>Anticipated Completion Date</b>
Professional development on CKLA skills (ELA)		2025-07-01	2026-07-01
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Principals, APs, Lead Teacher	Curriculum ELA Teachers - Title I Fund (Salary and Benefits)	No	No

<b>Action Step</b>		<b>Anticipated Start Date</b>	<b>Anticipated Completion Date</b>
Professional development on Fishtank (ELA)		2025-07-01	2026-07-01
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Principal, APs, Teachers	Curriculum Lead Teachers - Title I Funding (Salary and Benefits)	No	No

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
PD agendas, school calendar, coaching tracker, PD slide decks, data reports, data protocol, MTSS data tracker	The MTSS Tracker will be monitored 2x year by the principal and leadership team. The Teacher Observation Tracker will be reviewed on a monthly basis by the HOS, principal, and leadership team. Assistant principals will complete small Group observations x2 a year.

## Action Plan For: MTSS

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>By June 30, 2028, 65% of students will demonstrate regular attendance.</li> <li>By June 2028, 35% of 3-8 grades students will score proficient or higher on the PSSA ELA Assessment.</li> <li>By June 2028, 15% of 3-8 grades students will score proficient or higher on the PSSA Math Assessment.</li> </ul>

<b>Action Step</b>	<b>Anticipated Start Date</b>	<b>Anticipated Completion Date</b>
Attendance: Assemble a team in the fall to further develop an attendance plan.	2025-07-01	2026-07-01
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>
Principal, DOO	Deans List, PowerSchool	No
		<b>Com Step?</b>
		No

<b>Action Step</b>	<b>Anticipated Start Date</b>	<b>Anticipated Completion Date</b>
Attendance: Assign case managers to manage interventions to Target Attendance Group (based on 24-25 attendance data)	2025-07-01	2026-07-09
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>
Principal	Deans List, PowerSchool	No
		<b>Com Step?</b>
		No

<b>Action Step</b>	<b>Anticipated Start Date</b>	<b>Anticipated Completion Date</b>
Attendance: Engage parents and students in the importance of coming to school everyday.	2025-07-01	2026-07-01
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>
Principal, DOO	Deans List, PowerSchool, Parent SquareLead Teachers - Title I Funding (Salary and Benefits)	No
		<b>Com Step?</b>
		No

<b>Action Step</b>	<b>Anticipated Start Date</b>	<b>Anticipated Completion Date</b>
Attendance: Identify Tier II & III Attendance students.	2025-07-01	2026-07-01
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>
Principal, Special Education Team	Deans List	No
		<b>Com Step?</b>
		No

<b>Action Step</b>	<b>Anticipated Start Date</b>	<b>Anticipated Completion Date</b>
Attendance: Monitor attendance data and interventions through monthly attendance data meetings.	2025-07-01	2026-07-01
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>
Principal	Deans List	No
		<b>Com Step?</b>
		No

<b>Action Step</b>		<b>Anticipated Start Date</b>	<b>Anticipated Completion Date</b>
Attendance: Monthly attendance celebrations.		2025-07-01	2026-07-01
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
DOO	Deans List	No	No

<b>Action Step</b>		<b>Anticipated Start Date</b>	<b>Anticipated Completion Date</b>
ELA: Assess all students using IReady assessment 3x a year to determine individual need and progress.		2025-07-01	2026-07-01
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Principal, Teachers	Assessment tools	No	No

<b>Action Step</b>		<b>Anticipated Start Date</b>	<b>Anticipated Completion Date</b>
ELA: Assign case managers to Tier III ELA students		2025-07-01	2026-07-01
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Principal, APSS, Case Managers	Case Managers	No	No

<b>Action Step</b>		<b>Anticipated Start Date</b>	<b>Anticipated Completion Date</b>
ELA: Assistant Principals will provide professional development and coach teachers around tiered instruction and intervention.		2025-07-01	2026-07-01
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Principal, Assistant Principals	APs- Title I Fund (Salary and Benefits)	No	No

<b>Action Step</b>		<b>Anticipated Start Date</b>	<b>Anticipated Completion Date</b>
ELA: Focus on improving Tier I ELA instruction through observations and coaching of teachers.		2025-07-01	2026-07-01
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Principals, APs,	ELA Teachers - Title I Fund (Salary and Benefits)	No	No

<b>Action Step</b>		<b>Anticipated Start Date</b>	<b>Anticipated Completion Date</b>
ELA: Implement CKLA Skills K-2		2025-07-01	2026-07-01
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Teachers	Curriculum	No	No

<b>Action Step</b>		<b>Anticipated Start Date</b>	<b>Anticipated Completion Date</b>
ELA: Implement Fish Tank Comprehension K-2		2025-07-01	2026-07-01
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Teachers	Curriculum	No	No

<b>Action Step</b>		<b>Anticipated Start Date</b>	<b>Anticipated Completion Date</b>
ELA: Implement small group ELA instruction in grades K-8.		2025-07-01	2026-07-01
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Principal, APs, Teachers	Curriculum	No	No

<b>Action Step</b>		<b>Anticipated Start Date</b>	<b>Anticipated Completion Date</b>
ELA: Provide direct and explicit comprehensive strategy instruction using Fishtank. (Grades K-2)		2025-07-01	2026-07-01
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Principal, APs, Teachers	Curriculum	No	No

<b>Action Step</b>		<b>Anticipated Start Date</b>	<b>Anticipated Completion Date</b>
ELA: Regional Implementation huddle K-8		2025-07-01	2026-07-01
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Principal, APs, Teachers	Curriculum	No	No

<b>Action Step</b>		<b>Anticipated Start Date</b>	<b>Anticipated Completion Date</b>
ELA: Implement Fishtank curriculum for grades 3-8.		2025-07-01	2026-07-01
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Principal, APs, Teachers	Curriculum	No	No

<b>Action Step</b>		<b>Anticipated Start Date</b>	<b>Anticipated Completion Date</b>
Math: Assess all students using IReady assessment 3x a year to determine individual need and progress.		2025-07-01	2026-07-01
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Principal, APs, Teachers, DOO	Assessment Math Teachers - Title I Fund (Salary and Benefits)	No	No

<b>Action Step</b>		<b>Anticipated Start Date</b>	<b>Anticipated Completion Date</b>
Math: Assign case managers to Tier III Math students		2025-07-01	2026-07-01
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Principal, SPED team, Case Managers	Case Managers	No	No

<b>Action Step</b>		<b>Anticipated Start Date</b>	<b>Anticipated Completion Date</b>
Math: Implement Eureka Squared curriculum in grades K-8.		2025-07-01	2026-07-01
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Principal, APs, Teachers	curriculum Lead Teachers - Title IV Fund (Salary and Benefits)	No	No

<b>Action Step</b>		<b>Anticipated Start Date</b>	<b>Anticipated Completion Date</b>
Math: Implement small group math instruction to provide instructional interventions. (Grades K-8)		2025-07-01	2026-07-01
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Principal, APs, Teachers, DOO	curriculum	No	No

<b>Action Step</b>		<b>Anticipated Start Date</b>	<b>Anticipated Completion Date</b>
Math: Provide coaching for teachers on math instruction in grades K-8 to provide more targeted instruction according to student data.		2025-07-01	2026-07-01
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>

Principal, APs, Teachers, DOO	curriculum	No	No
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<b>Action Step</b>		<b>Anticipated Start Date</b>	<b>Anticipated Completion Date</b>
Math: Provide Tier 3 intervention for students		2025-07-01	2026-07-01
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Principal, APSS	.	No	No

<b>Action Step</b>		<b>Anticipated Start Date</b>	<b>Anticipated Completion Date</b>
Math: Provide Tier 3 intervention for students in grade K-8.		2025-07-01	2026-07-01
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Principal, APSS	.	No	No

<b>Action Step</b>		<b>Anticipated Start Date</b>	<b>Anticipated Completion Date</b>
Math: Regional Implementation huddles K-8		2025-07-12	2026-07-01
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Principal, Regional Office staff	.	No	No

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
Increase attendance and support academic growth through strategic math and ELA interventions with measurable progress.	Attendance data will be reviewed in Schoolytics x1 a month by the principal and assistant principals. Math and ELA Iready data will be reviewed x3 a year by the principal and leadership team.

## Expenditure Tables

### School Improvement Set Aside Grant

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

Expenditure Description	Action Plan(s)	eGrant 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)	<ul style="list-style-type: none"> <li>Professional Learning Communities</li> <li>MTSS</li> </ul>	Salary	2	45000
Assistant Principal Benefits (Additional AP to Support Assistant Principal duties - Professional Development, teacher coaching, Staff and Student Culture Improvement, etc)	<ul style="list-style-type: none"> <li>Professional Learning Communities</li> <li>MTSS</li> </ul>	Benefits	2	5000
<b>Total Expenditures</b>				50000

### Schoolwide Title 1 Funding Allocation

**False** School does not receive Schoolwide Title 1 funding.

eGrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	<ul style="list-style-type: none"> <li>Professional Learning Communities</li> </ul>	ELA Teacher Salaries	120000
Instruction	<ul style="list-style-type: none"> <li>Professional Learning Communities</li> </ul>	ELA Teacher Benefits	36000
Instruction	<ul style="list-style-type: none"> <li>Professional Learning Communities</li> </ul>	Math Teacher Salary	120000
Instruction	<ul style="list-style-type: none"> <li>Professional Learning Communities</li> </ul>	Math Teacher Benefits	36000
Instruction	<ul style="list-style-type: none"> <li>Professional Learning Communities</li> </ul>	Lead Teacher Salary	407770
Instruction	<ul style="list-style-type: none"> <li>Professional Learning Communities</li> </ul>	Lead Teacher Benefits	120000
Instruction	<ul style="list-style-type: none"> <li>Professional Learning Communities</li> <li>MTSS</li> </ul>	Title II Transfer - Teacher coach compensation	45119

Instruction	<ul style="list-style-type: none"> <li>Professional Learning Communities</li> <li>MTSS</li> </ul>	Title IV Transfer - Teacher Salary	60000	
Instruction	<ul style="list-style-type: none"> <li>Professional Learning Communities</li> <li>MTSS</li> </ul>	Title IV Transfer - Teacher Salary	7954	
Total Expenditures				952843

## Professional Development

### Professional Development Action Steps

<b>Evidence-based Strategy</b>	Action Steps
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### Effective Strategies for Teaching Students with Disabilities

<b>Audience</b>		
School Leadership Teams, regional Directors of Literacy and Math, Special Education leaders and teachers		
<b>Topics to be Included</b>		
Data Analysis tools for extracting and disaggregating data for students with IEPs Goal setting against baselines for students with IEPs		
<b>Evidence of Learning</b>		
IEP goal baselines and targets are aligned to data available in current assessments School teams are able to disaggregate data for data analysis meetings Progress Monitoring data is measured and acted on periodically throughout the school year		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Regional Managing Director of Student Supports	2025-08-01	2026-07-01

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Other	weekly/monthly
<b>Observation and Practice Framework Met in this Plan</b>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
Teaching Diverse Learners in Inclusive Settings	

### Trauma Informed Training

<b>Audience</b>		
Teachers and staff.		
<b>Topics to be Included</b>		
KIPP Philadelphia Public Schools will embody a Trauma-Informed Approach and support our students by training adults in three key areas: Safety, Connection & Regulation. KPPS will also devote time to review trauma and the brain, and co-regulation and de-escalation practices. Co-Regulation and De-Escalation are two strategies to positively respond to student expressions of stress & trauma and our continued practice of these strategies will improve our classroom and school culture.		
<b>Evidence of Learning</b>		
All school-based staff internalize the KPPS Trauma-Informed Approach Vision All school-based staff learn the TIA PD series scope & sequence for the year All school-based staff internalize the connection between TIA and LibEdu All school-based staff practice de-escalation technique		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Social Worker, Regional Director of SPED	2025-08-01	2026-07-01

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Workshop(s)	PD will take place annually during August for New and Returning KIPP teachers and staff.
<b>Observation and Practice Framework Met in this Plan</b>	

<b>This Step Meets the Requirements of State Required Trainings</b>
At Least 1-hour of Trauma-informed Care Training for All Staff

### Professional Ethics

<b>Audience</b>		
School Staff and Teachers		
<b>Topics to be Included</b>		
Summer PD-School staff and all teachers will attend Professional Ethics PDs over several training sessions. - Attendees will learn about professional expectations, including clarity on parent and student communication and expectations. - Attendees will start to build a community with fellow teachers and school staff, while maintaining professional boundaries. - Attendees will also promote the health and safety of students by establishing and maintaining appropriate verbal, physical, emotional, and social boundaries.		
<b>Evidence of Learning</b>		
Attendees will attend a PD and ask to answer common school scenarios.		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Amanda Rau, Managing Director of Teaching and Learning	2025-08-01	2026-07-01

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Other	Annually
<b>Observation and Practice Framework Met in this Plan</b>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
Professional Ethics	

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

<b>Audience</b>		
School staff and teachers		
<b>Topics to be Included</b>		
- 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.		
<b>Evidence of Learning</b>		
Attendees will be asked to name the 8 competencies of CRSP (Culturally Responsive Pedagogy) and implement them into their practice.		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Danielle Cooper Williams, Director of Equity & Cultural Proficiency	0025-08-12	2026-07-01

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Other	Annually
<b>Observation and Practice Framework Met in this Plan</b>	
<b>This Step Meets the Requirements of State Required Trainings</b>	



## Communications Activities

Staff professional development					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	Staff professional development	Feedback from classroom observations, best practices and recommendations on effective teaching	Principal	07/01/2025	08/01/2026

## Communications

Type of Communication	Frequency
Presentation	Virtual/In-Person weekly to monthly checkins
Email	Weekly/Monthly
Newsletter	Weekly/Monthly
Posting on district website	Weekly/Monthly

Virtual Learning and resources

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	Families and students	-Classroom expectations-Best practices for curricular implementation-Social Emotional resources available	Principal	08/01/2025	07/01/2026

Communications

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

## Approvals & Signatures

Uploaded Files
• 2025 06 18 board meeting minutes.pdf

<b>Chief School Administrator</b>	<b>Date</b>
Stephanie White	2025-10-27
<b>Building Principal Signature</b>	<b>Date</b>
Stephanie White	2025-10-27
<b>School Improvement Facilitator Signature</b>	<b>Date</b>
Chad Evans	2025-10-27