KIPP Philadelphia CS

CSI School Plan | 2026 - 2027

Profile and Plan Essentials

LEA Type		AUN
Charter School		126510013
Address 1		
2539 N. 16th Street		
Address 2		
City	**State**	**Zip Code**
Philadelphia	PA	19132
Chief School Administrator		**Chief School Administrator Email**
Ms Stephanie White		kpcspde@kippphiladelphia.org
Single Point of Contact Name		
Stephanie White		
Single Point of Contact Email		
kpcspde@kippphiladelphia.org		
Single Point of Contact Phone Number		**Single Point of Contact Extension**
267-687-7283		
Principal Name		
Stephanie White		
Principal Email		
kpcspde@kippphiladelphia.org		
Principal Phone Number		**Principal Extension**
267-687-7283		
School Improvement Facilitator Name		**School Improvement Facilitator Email**
Thomas Weishaupt		tweishaupt@massinsight.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Stephanie White	Principal	KIPP	StephanieWhite@kippphiladelphia.org
Kareem Goodwin	Principal	KIPP	KGoodwin@kippphiladelphia.org
Jen Baldwin	Other	KIPP	JBaldwin@kippphiladelphia.org
Char Levi	Teacher	KIPP	CLevi@kippphiladelphia.org
Jenee lee	Teacher	KIPP	JLee@kippphiladelphia.org
Shelley Vail-Smith	Other	Mass Insight	svail-smith@massinsight.org
Mara Rocktashel	Community Member	Nyman	-
Patty Chongolola	Community Member	KIPP	-
Janeka Miller	Parent	KIPP	-
Ms. Dickerson	Parent	KIPP	-
Bri Moyer	Teacher	KIPP	BMoyer@kippphiladelphia.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

Proficient or Advanced in English Language Arts/Literature

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

While KIPP Philadelphia CS met the statewide academic growth standard (PVAAS score of 74.0) in ELA/Literature for the 24-25 school year, overall attainment remains a critical area of concern. With only 19.0% of students scoring Proficient or Advanced, the school fell short of the state interim goal and trails the statewide average of 49.9% by 30.9 percentage points. Subgroup analysis reveals significant internal disparities, ranging from 36.0% proficiency among students of Two or More Races to 6.7% among Students with Disabilities. Strengthening core literacy instruction, accelerating targeted interventions, and addressing subgroup achievement gaps will be essential to moving more students toward grade-level mastery and the long-term state goal of 81.1%.

True Strengths	**False** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator
African-American/Black	While proficiency attainment is low (18.3%), the school as a whole meets the statewide academic growth standard (PVAAS score of 74.0 vs. 70.0 target in ELA), indicating that students are actively making progress year-over-year toward grade-level expectations
Economically Disadvantaged	Economically Disadvantaged students performed higher (19.8%) than the school's overall student average (19.0%) and the Black student group (18.3%), demonstrating strong baseline resilience relative to the broader student population.
Combined Ethnicity	The Combined Ethnicity proficiency rate (18.9%) performs slightly higher than 18.3% for Black students group.

Challenges

ESSA Student Subgroups	Indicator
Economically Disadvantaged	Although performing slightly above the schoolwide average (19.0%), this proficiency level highlights that systemic socioeconomic barriers continue to hinder nearly 80% of economically disadvantaged students from achieving grade-level mastery.
African-American/Black	18.3% of Black students scored Proficient or Advanced on the ELA/Literature state assessment, falling 31.6 percentage points below the statewide average of 49.9% and missing the state's interim progress targets.
Students with Disabilities	Having 6.7% of Students with Disabilities achieving proficiency on state assessments establishes a clear baseline that ensures instructional interventions and IEP accommodations can be targeted directly toward fundamental literacy growth.
Combined Ethnicity	With 18.9% of Combined Ethnicity students scoring Proficient or Advanced, this group closely aligns with the overall school average (19.0%) and outpaces the Black student subgroup (18.3%), establishing a clear baseline that reflects the primary demographic performance across the campus community.

Proficient or Advanced in Mathematics/Algebra

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

While the overall proficiency rate (11.8%) missed the state target, KIPP Philadelphia CS met the PVAAS Growth Expectation in Mathematics/Algebra with an Academic Growth Score of 75.0 (exceeding the 70.0 statewide standard).

This indicates that while current grade-level proficiency remains low, students demonstrated strong year-over-year learning progress.

False Strengths	**True** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator
African-American/Black	Black students scored 12.1% Proficient or Advanced in Mathematics/Algebra, performing slightly higher than the overall school average of 11.8% and establishing a positive performance baseline relative to the total student population.
Combined Ethnicity	At 11.9%, the Combined Ethnicity subgroup slightly outperforms the All Student Group average (11.8%) and closely aligns with the Black student subgroup (12.1%), showing relative equity across ethnic demographics within the school.
Economically Disadvantaged	The proficiency rate for Economically Disadvantaged students (10.9%) closely tracks the overall schoolwide proficiency average of 11.8%, reflecting relatively equitable achievement across socio-economic lines within the student body.
Students with Disabilities	While proficiency stands at 0.0%, the school's focus remains on academic growth and individual learning trajectories, ensuring students with disabilities receive targeted intervention to build foundational skills toward future progress goals.

Challenges

ESSA Student Subgroups	Indicator
African-American/Black	With 12.1% of Black students scoring Proficient or Advanced on the Mathematics/Algebra assessment, this subgroup trails the Pennsylvania statewide average (41.7%) by 29.6 percentage points, highlighting a substantial achievement gap in core math standards.
Economically Disadvantaged	With 10.9% scoring Proficient or Advanced, Economically Disadvantaged students fall 30.8 percentage points below the Pennsylvania statewide average (41.7%) and lag behind the schoolwide average (11.8%).
Students with Disabilities	While the "All Student Group" achieved 11.8% proficiency in Math/Algebra, none of the students within the Special Education subgroup reached proficient or advanced levels.
Combined Ethnicity	Although the group did not meet the state target (11.9%), performance increased compared to the previous reporting year. The 2 or More Races subgroup also scored below the target at 8%.

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

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

The school's growth performance closely mirrors the Statewide Average Growth Score of 75.4, showing that student progress in ELA/Literature remains competitive with schools state-wide despite baseline proficiency challenges.

False Strengths	**False** Challenges	**True** N/A

Strengths

ESSA Student Subgroups	Indicator
African-American/Black	Exceeds the Statewide Growth Standard (70.0), demonstrating solid overall academic growth across the student group.
Economically Disadvantaged	Outperforms both the All Student Group (74.0) and the Statewide Average Growth Score (75.4) while exceeding the Statewide Growth Standard (70.0).

Students with Disabilities	Exceeds the Statewide Average Growth Score (75.4) and the Statewide Growth Standard (70.0).
Combined Ethnicity	Meets the All Student Group average (74.0) and comfortably exceeds the Statewide Growth Standard (70.0).

Challenges

ESSA Student Subgroups	Indicator
African-American/Black	At 73.0, the subgroup's PVAAS academic growth score trails the Statewide Average Growth Score (75.4) by 2.4 points.
Economically Disadvantaged	Despite achieving a strong growth score (76), the Economically Disadvantaged subgroup did not meet its interim progress target for academic growth in English
Students with Disabilities	While achieving a solid PVAAS growth score of 76.0, this growth must be sustained over multiple consecutive years to meaningfully close the large baseline proficiency gap between students with disabilities and their non-disabled peers.
Combined Ethnicity	At 74.0, this subgroup's PVAAS growth score trails the Statewide Average Growth Score (75.4) by 1.4 points.

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

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

This strong growth metric demonstrates effective instructional progress and learning gains across the student body, helping to build positive academic momentum despite baseline proficiency challenges.

False Strengths	**False** Challenges	**True** N/A

Strengths

ESSA Student Subgroups	Indicator
African-American/Black	Performance (74) is closely aligned with the All Student Group average (75.0) and the Statewide Average Growth Score (74.9).
Economically Disadvantaged	The Economically Disadvantaged subgroup achieved a PVAAS growth score of 72.0, successfully exceeding the baseline Statewide Growth Standard of 70.0 for annual academic progress.
Students with Disabilities	Surpasses the All Student Group (75.0), the Statewide Average Growth Score (74.9), and the Statewide Growth Standard (70.0), serving as a primary driver of academic growth within the school.
Combined Ethnicity	The Combined Ethnicity subgroup earned a 76.0 growth score with a green upward arrow, meeting/exceeding its growth target while outperforming the All Student Group average (75.0), Statewide Average (74.9), and Statewide Growth Standard (70.0).

Challenges

ESSA Student Subgroups	Indicator
African-American/Black	While meeting the growth standard, the Black student subgroup's score of 74.0 trails behind the All Student Group average (75.0) and the Statewide Average Growth Score (74.9).
Economically Disadvantaged	Represents the lowest PVAAS growth score (72.0) among all reported student groups at the school, falling below the All Student Group (75.0) and the Statewide Average (74.9).
Students with Disabilities	Despite exceptional academic growth (89.0), sustained high growth over multiple years is still required to close the proficiency gap.

Combined Ethnicity	Although meeting its target and outperforming the statewide average (74.9), the subgroup's score (76.0) trails considerably behind the school's top-performing growth group, Students with Disabilities (89.0).

English Language Growth and Attainment

True We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

False Strengths	**False** Challenges	**True** N/A

Strengths

ESSA Student Subgroups	Indicator
African-American/Black	
Students with Disabilities	

Challenges

ESSA Student Subgroups	Indicator
Economically Disadvantaged	
Students with Disabilities	
African-American/Black	
Combined Ethnicity	

Regular Attendance

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

The overall student population fell short of the established performance benchmarks for regular attendance, indicating a critical need to address chronic absenteeism across the student body.

False Strengths	**True** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator
Students with Disabilities	While absolute attendance rates remain below state benchmarks, school-wide attendance intervention efforts show positive upward momentum across almost all demographic subgroups compared to the prior reporting period. Students with Disabilities: Improved to 66.5%.
African-American/Black	While absolute attendance rates remain below state benchmarks, school-wide attendance intervention efforts show positive upward momentum across almost all demographic subgroups compared to the prior reporting period. Black Students: Improved to 67.1%.
Economically Disadvantaged	While absolute attendance rates remain below state benchmarks, school-wide attendance intervention efforts show positive upward momentum across almost all demographic subgroups compared to the prior reporting period. Economically Disadvantaged: Improved to 65.9%.
Combined Ethnicity	At 66.7%, regular attendance for the Combined Ethnicity group aligns directly with the All Student Group average (66.6%) and closely matches major student populations such as Black students (67.1%) and Students with Disabilities (66.5%).

Challenges

ESSA Student Subgroups	Indicator

Hispanic	Hispanic (51.5%): The Hispanic student group did not meet the statewide performance standard and decreased in performance compared to the previous reporting period.
African-American/Black	Black (67.1%): The Black student group did not meet the statewide performance standard, though performance increased from the previous reporting period
Economically Disadvantaged	Economically Disadvantaged (65.9%): The Economically Disadvantaged student group did not meet the statewide performance standard, though performance increased from the previous reporting period.
Students with Disabilities	Students with Disabilities (66.5%): The Students with Disabilities student group did not meet the statewide performance standard, though performance increased from the previous reporting period
Combined Ethnicity	At 66.7%, the regular attendance rate (students not chronically absent) for the Combined Ethnicity group falls significantly short of both the Statewide Average (79.6%) and the Statewide Performance Standard (94.1%). A similar pattern can be found with the 2 or More Races subgroup (70.3%)

Career Standards Benchmark

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

KIPP Philadelphia CS achieved a Career Standards Benchmark score of 92.0% for the 2024-2025 school year. While the school outperformed the Statewide Average of 91.5%, it officially Did Not Meet the Performance Standard, which is set at a rigorous 98.0%. Exceeding the State Average: A major strength is that the All Student Group is successfully meeting career readiness goals at a higher rate than the average Pennsylvania school. This suggests that the vast majority of students are completing the required career exploration and preparation evidence (such as career plans and portfolios) mandated by the state.

True Strengths	**True** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator
African-American/Black	KIPP Philadelphia CS achieved a Career Standards Benchmark score of 92.0% for the 2024-2025 school year. While the school outperformed the Statewide Average of 91.5%, it officially Did Not Meet the Performance Standard, which is set at a rigorous 98.0%. The Black student group demonstrated high overall performance on the Career Standards Benchmark, with 92.5% of students meeting or exceeding career readiness requirements. This exceeds the Pennsylvania Statewide Average of 91.5%.
Students with Disabilities	KIPP Philadelphia CS achieved a Career Standards Benchmark score of 92.0% for the 2024-2025 school year. While the school outperformed the Statewide Average of 91.5%, it officially Did Not Meet the Performance Standard, which is set at a rigorous 98.0%. 83.0% of students in the Student with Disabilities group met the career readiness standards.
Economically Disadvantaged	KIPP Philadelphia CS achieved a Career Standards Benchmark score of 92.0% for the 2024-2025 school year. While the school outperformed the Statewide Average of 91.5%, it officially Did Not Meet the Performance Standard, which is set at a rigorous 98.0%. 90.9% of students met the career readiness standards.
Combined Ethnicity	The subgroup's performance matches the All Student Group average (92.0%) and performs comparably to major demographic populations such as Black students (92.5%).

Challenges

ESSA Student Subgroups	Indicator

African-American/Black	Performance exceeded the statewide average (91.5%) and the school-wide average (92.0%).
Students with Disabilities	Performance fell significantly below both the school-wide average (92.0%) and the statewide average (91.5%), representing the lowest performance among all reported student groups.
Economically Disadvantaged	The Economically Disadvantaged student group at KIPP Philadelphia CS did not meet the Pennsylvania statewide performance standard of 98.0% for the Career Standards Benchmark during the 2024–2025 school year.
Combined Ethnicity	Performance matched the school-wide average (92.0%) and slightly exceeded the statewide average (91.5%).

High School Graduation Rate Four-Year Cohort

True We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

False Strengths	**False** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator

Challenges

ESSA Student Subgroups	Indicator

Summary

Strengths

Review the strengths listed. Select the strengths that have had the most significant impact in addressing your most pressing challenges.

Exceeding the State Average: A major strength is that the All Student Group is successfully meeting career readiness goals at a higher rate than the average Pennsylvania school. This suggests that the vast majority of students are completing the required career exploration and preparation evidence (such as career plans and portfolios) mandated by the state.
While proficiency attainment is low (18.3%), the school as a whole meets the statewide academic growth standard (PVAAS score of 74.0 vs. 70.0 target in ELA), indicating that students are actively making progress year-over-year toward grade-level expectations

Challenges

Review the challenges listed. Select the challenges that, if improved, would have the most impact in achieving your Future Ready PA index targets.

The overall student population fell short of the established performance benchmarks for regular attendance, indicating a critical need to address chronic absenteeism across the student body.
While KIPP Philadelphia CS faced significant challenges in absolute grade-level proficiency—with only 19.0% of students scoring Proficient or Advanced in English Language Arts/Literature and 11.8% in Mathematics/Algebra—both subjects fell well below their respective Pennsylvania statewide averages (49.9% for ELA and 41.7% for Math), resulting in a status of Did Not Meet Interim Goal/Improvement Target.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
DIBELS	DIBELS mid-year progress monitoring indicates significant growth at KPEA, with the cohort of students scoring in the above-average range increasing by 13–21% relative to baseline (BOY).
MAP	Analysis of MAP assessment data indicates growth in projected PSSA proficiency relative to the prior academic year. Notably, i-Ready results highlight 5th and 6th grades as the highest-performing grade levels.
Fishtank FishTank	Strong comprehension instruction by one teacher improved Fishtank performance, reduced overall internalization prep, and freed up a dedicated teacher to focus on intervention.

English Language Arts Summary

Strengths

Looking at DIBLES beginning of year to the mid year point. At KPEA, the group of students in above average category grew 13-21%
Based on MAP scores, PSSA proficieincy is projected to be higher than it was the year before. 5th and 6th grade has the highest score according to iReady
8th grade reduced the aount of students on well below to the middle of year.
There was one teacher who was strong with teaching comprehension and this moved kids to be stronger in Fishtank and this also cut down on the amount of internalization that was needed and this allowed one teacher to focus on intervention

Challenges

The group that struggled the most are students who were well below to begin with in DIBLES
MTSS structure at both schools--how to use the schedule to be intentional in getting kids targeted lessons during the WIN blocks
Time in text in ELA across all grade levels instead of students listening to the teacher

Mathematics

Data	Comments/Notable Observations
WIN/MTSS	Highly intentional 3rd-grade math WIN blocks—particularly under Ms. G's instruction—have driven notable student growth. Her targeted interventions and efficient instruction during MTSS ensure broad student access and measurable data improvements.
FishTank	Math performance shows strong momentum across sites: 6th grade math stands out as a clear bright spot at KPPA, while KPEA attained 66% proficiency on curriculum assessments and 50% proficiency on Fishtank evaluations.

Mathematics Summary

Strengths

3rd grade WIN blocks for math teachers in particular with Ms. G has been super intentional. She is able to move kids quickly and she is intentional with her interventions and it comes across in the data as well. A lot of kids have access to her and she meets the needs of kids in MTSS block
6th grade math has been a bright spot for KPPA
KPEA 66% profieiciency for math curriculum assessments and 50% proficiency for Fishtank scores

Challenges

MTSS structure at both schools--how to use the schedule to be intentional in getting kids targeted lessons during the WIN blocks

Math PSSA proficiency is predicted to be the same from last year. 8th grade is the lowest grade and this was the teacher that has been at KPPA the longest
At KPEA, their 4th grade teacher who has been at KIPP the longest is underperforming the new 4th grade math teacher as well.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations

Science, Technology, and Engineering Education Summary

Strengths

Challenges

Related Academics

Career Readiness

Data	Comments/Notable Observations
.	.

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.

97% of KPEA students with IEPs have no suspensions
For KPEA, there have only been 6 out of school suspensions for the school year and the amount of kids with zero suspensions is 99%
Based on MAP scores, PSSA proficieincy is projected to be higher than it was the year before. 5th and 6th grade has the highest score according to iReady

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.

MTSS structure at both schools--how to use the schedule to be intentional in getting kids targeted lessons during the WIN blocks

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
Regular Attendance	Across academic and engagement measures, the Students with Disabilities subgroup at KIPP Philadelphia CS demonstrates critical support needs and significant equity gaps when compared to statewide benchmarks. Attendance & Engagement: Regular attendance stands at 66.5% (students not chronically absent). While this falls well below the Pennsylvania Statewide Performance Standard of 94.1%, the subgroup notably demonstrated positive year-over-year progress with an upward growth trajectory.
State Assessment Measures (ELA and Math)	Academic Proficiency Deficits: Proficiency in core academic subjects is exceptionally low, with 0.0% of Students with Disabilities achieving Proficient or Advanced in Mathematics/Algebra and only 6.7% reaching proficiency in English Language Arts/Literature.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
Regular Attendance	Current Performance: 65.9% of Economically Disadvantaged students met the regular attendance benchmark (not chronically absent).
State Assessment Measures (ELA and Math)	Mathematics/Algebra: 10.9% of Economically Disadvantaged students scored Proficient or Advanced, falling significantly short of the Pennsylvania Statewide Average (41.7%) and the 2033 Goal (71.8%). English Language Arts/Literature: 19.8% of Economically Disadvantaged students scored Proficient or Advanced, performing well below the Pennsylvania Statewide Average (49.9%) and the 2033 Goal (81.1%).

Student Groups by Race/Ethnicity

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

Summary

Strengths

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

KPEA is at 91% for the year. The target is 92%. There is a positive trend now and there is a clear goal for the amount of students who need to be present each day which has helped Stephanie make targeted moves in terms of how many children need to be in school
There have been incentive challenges-hunger games has been an example. There have also been important events on days that tend to be lower attendance days like short weeks or days when the SDP is absent.
91.35 attendance for the MS for the year has been pretty close to the overal goal
6th grade has the strongest attendnace levels and also this correlates with the highest student achievement levels
Kinder has a higher attendance this year than in previous years when it is often the lowest attendance level across the school

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.

There are two grade levels at both schools that pulled the nubers down--3rd grade and 5th and 7th grades. These grades can be targeted next year
7th grade had the highest number of latenesses as well. They are going to be 8th graders and how can they be engaged over the summer and as the school year closes
There is a shift needed in terms of staff culture to focus on what students need instead of what is wrong with the students in the lowest grades in particular.
Teachers like teacher practice moves--how will they continue to be supported next year when the person who is running this is leaving

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	The Special Education department maintains close collaboration with regional leadership to ensure that fiscal resources are strategically aligned with specialized programming and instructional needs.
Title 1 Program	Due to a high percentage of students qualifying for free or reduced lunch, the LEA operates a school-wide Title 1 program. All strategic action steps are designed to integrate seamlessly with this school-wide framework.
Student Services	The LEA continues to prioritize and increase investment in comprehensive student health and wellness supports to address ongoing needs.
K-12 Guidance Plan (339 Plan)	LEA continues to prepare students for future jobs and higher education.
Technology Plan	A 1-to-1 device initiative is maintained to facilitate blended learning environments and ensure equitable digital access for all students.
English Language Development Programs	The English Learner (EL) population remains a small subset of the total student body, representing less than 5% of the overall population.

Strengths

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

The LEA demonstrates a robust commitment to educational equity and resource alignment by maintaining a 1-to-1 technology ratio and integrating specialized Special Education and Title 1 programming into a cohesive school-wide framework. The proactive increase in investment toward student health and wellness further underscores a holistic approach to supporting the "whole child" while ensuring all students have the digital tools necessary for a modern blended learning environment.
Positive and focused joyfiul student culture is not consistently in place across classroos and across grades but progress is being made.

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.

ELA data has been stagnant year over year across grades K-8
Math data has stayed stagnant year over year due to a large amount of students in below basic
Despite numerous interventions, a high percentage of students are still chronically absent
Positive staff culture is not present at the lower grades which leads to a less productive student culture
Academic MTSS is not consistently happening and as a result, students are falling behind

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Exemplary
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	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	Emerging
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	Operational
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Operational
Continuously monitor implementation of the school improvement plan and adjust as needed	Operational

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Operational
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Not Yet Evident
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	Emerging

Foster Quality Professional Learning

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

Summary

Strengths

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

>

Align curricular materials and lesson plans to the PA Standards
Provide frequent, timely, and systematic feedback and support on instructional practices

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?

>

Implement an evidence-based system of schoolwide positive behavior interventions and supports
Identify and address individual student learning needs

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
Exceeding the State Average: A major strength is that the All Student Group is successfully meeting career readiness goals at a higher rate than the average Pennsylvania school. This suggests that the vast majority of students are completing the required career exploration and preparation evidence (such as career plans and portfolios) mandated by the state.	False
While proficiency attainment is low (18.3%), the school as a whole meets the statewide academic growth standard (PVAAS score of 74.0 vs. 70.0 target in ELA), indicating that students are actively making progress year-over-year toward grade-level expectations	True
	False
Looking at DIBLES beginning of year to the mid year point. At KPEA, the group of students in above average category grew 13-21%	False
Based on MAP scores, PSSA proficieincy is projected to be higher than it was the year before. 5th and 6th grade has the highest score according to iReady	False
8th grade reduced the aount of students on well below to the middle of year.	False
The LEA demonstrates a robust commitment to educational equity and resource alignment by maintaining a 1-to-1 technology ratio and integrating specialized Special Education and Title 1 programming into a cohesive school-wide framework. The proactive increase in investment toward student health and wellness further underscores a holistic approach to supporting the "whole child" while ensuring all students have the digital tools necessary for a modern blended learning environment.	False
Align curricular materials and lesson plans to the PA Standards	False
There was one teacher who was strong with teaching comprehension and this moved kids to be stronger in Fishtank and this also cut down on the amount of internalization that was needed and this allowed one teacher to focus on intervention	False
3rd grade WIN blocks for math teachers in particular with Ms. G has been super intentional. She is able to move kids quickly and she is intentional with her interventions and it comes across in the data as well. A lot of kids have access to her and she meets the needs of kids in MTSS block	False
6th grade math has been a bright spot for KPPA	False
KPEA 66% profieiciency for math curriculum assessments and 50% proficiency for Fishtank scores	False
97% of KPEA students with IEPs have no suspensions	False
For KPEA, there have only been 6 out of school suspensions for the school year and the amount of kids with zero suspensions is 99%	False
KPEA is at 91% for the year. The target is 92%. There is a positive trend now and there is a clear goal for the amount of students who need to be present each day which has helped Stephanie make targeted moves in terms of how many children need to be in school	False
There have been incentive challenges-hunger games has been an example. There have also been important events on days that tend to be lower attendance days like short weeks or days when the SDP is absent.	False
91.35 attendance for the MS for the year has been pretty close to the overal goal	False
Based on MAP scores, PSSA proficieincy is projected to be higher than it was the year before. 5th and 6th grade has the highest score according to iReady	False
Provide frequent, timely, and systematic feedback and support on instructional practices	False

	False
	False
	False
6th grade has the strongest attendnace levels and also this correlates with the highest student achievement levels	False
Kinder has a higher attendance this year than in previous years when it is often the lowest attendance level across the school	False
Positive and focused joyfiul student culture is not consistently in place across classroos and across grades but progress is being made.	True

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
The overall student population fell short of the established performance benchmarks for regular attendance, indicating a critical need to address chronic absenteeism across the student body.	False
While KIPP Philadelphia CS faced significant challenges in absolute grade-level proficiency—with only 19.0% of students scoring Proficient or Advanced in English Language Arts/Literature and 11.8% in Mathematics/Algebra—both subjects fell well below their respective Pennsylvania statewide averages (49.9% for ELA and 41.7% for Math), resulting in a status of Did Not Meet Interim Goal/Improvement Target.	False
	False
	False
The group that struggled the most are students who were well below to begin with in DIBLES	False
MTSS structure at both schools--how to use the schedule to be intentional in getting kids targeted lessons during the WIN blocks	False
ELA data has been stagnant year over year across grades K-8	True
Implement an evidence-based system of schoolwide positive behavior interventions and supports	False
Time in text in ELA across all grade levels instead of students listening to the teacher	False
MTSS structure at both schools--how to use the schedule to be intentional in getting kids targeted lessons during the WIN blocks	False
Math PSSA proficiency is predicted to be the same from last year. 8th grade is the lowest grade and this was the teacher that has been at KPPA the longest	False
At KPEA, their 4th grade teacher who has been at KIPP the longest is underperforming the new 4th grade math teacher as well.	False
MTSS structure at both schools--how to use the schedule to be intentional in getting kids targeted lessons during the WIN blocks	False
There are two grade levels at both schools that pulled the nubers down--3rd grade and 5th and 7th grades. These grades can be targeted next year	False
7th grade had the highest number of latenesses as well. They are going to be 8th graders and how can they be engaged over the summer and as the school year closes	False
There is a shift needed in terms of staff culture to focus on what students need instead of what is wrong with the students in the lowest grades in particular.	False
Teachers like teacher practice moves--how will they continue to be supported next year when the person who is running this is leaving	False

Math data has stayed stagnant year over year due to a large amount of students in below basic	True
Identify and address individual student learning needs	False
	False
	False
	False
Despite numerous interventions, a high percentage of students are still chronically absent	True
Positive staff culture is not present at the lower grades which leads to a less productive student culture	True
Academic MTSS is not consistently happening and as a result, students are falling behind	True

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.

Compounding attendance deficits, low academic growth, and severe proficiency gaps across key subgroups directly undermine the implementation of intensive interventions. IF we increase attendance and decrease chronic absenteeism, THEN we will maximize instructional time to consistently deliver instruction and targeted interventions, enabling students to sustain gains in ELA and Math toward state growth standards.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
ELA data has been stagnant year over year across grades K-8	There isnt space for teachers to plan out WIN blocks clear vision for ELA instruction in middle school. MS teachers are being asked to intervene without training with decoding gaps. Students have decoding gaps in older grades. There is a big drop between 4th grade and 5th grade proficiency.	True
Math data has stayed stagnant year over year due to a large amount of students in below basic	Math curriculum (Eureka squared) is good for tier 1 but does not have internvention built in The director/AP working relationship is not clear--weekly academic team meeting is not aligned to regional director support With a lot of new changes, the focus of prepping and qworking with teachers has stalled Teachers are not giving feedback consistently and academic monitoring has stalled Students coming in below grade level in the MS and missing key skills (fluency	True
Despite numerous interventions, a high percentage of students are still chronically absent	Operations Team Students Understanding the connection to academics Attendance calls and follow up have effectivness up to a point Bus concerns Limited effectiveness around tier 3 concerns	True
Positive staff culture is not present at the lower grades which leads to a less productive student culture	inconsistent school wide systems Mixed effectiveness of culture team members in the ES and a lack of culture systems Teacher coaching and follow up to begin the school year leading to a strong laucnch Engaging and culturally revelant instruction across classrooms coupled with high expectations for students Shared and modeled values and vision	False
Academic MTSS is not consistently happening and as a result, students are falling behind	tier 1 instrciiton not always strong or data driven WIN blocks not consistently planned or clear expecations given ELA teachers in MS do not have remedial ELA training MTSS academic meetings not calendared out consistently Teachers don;t have enough prep time in MS to look at data consistently	False

Analyzing Strengths

Analyzing Strengths	Discussion Points
While proficiency attainment is low (18.3%), the school as a whole meets the statewide academic growth standard (PVAAS score of 74.0 vs. 70.0 target in ELA), indicating that students are actively making progress year-over-year toward grade-level expectations	If we continue to make progress year over year in PVAAS, student achievement and proficiency will climb.
Positive and focused joyfiul student culture is not consistently in place across classroos and across grades but progress is being made.	inconsistent school wide systems Mixed effectiveness of culture team members in the ES and a lack of culture systems Teacher coaching and follow up to begin the school year leading to a strong laucnch Engaging and culturally revelant instruction across classrooms coupled with high expectations for students Shared and modeled values and vision

Priority Challenges

Analyzing Priority Challenges	Priority Statements

	ELA data has been stagnant year over year across grades K-8
	Math data has stayed stagnant year over year due to a large amount of students in below basic
	Despite numerous interventions, a high percentage of students are still chronically absent

Goal Setting

Priority: ELA data has been stagnant year over year across grades K-8

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
By June 2027, 25% of 3-8 grades students will score proficient or higher on the PSSA ELA Assessment.			
Measurable Goal Nickname (35 Character Max)			
ELA			
Target Year 1	**Target Year 2**	**Target Year 3**	
By June 2027, 25% of 3-8 grades students will score proficient or higher on the PSSA ELA Assessment.	By June 2027, 25% of 3-8 grades students will score proficient or higher on the PSSA ELA Assessment.	By June 2027, 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, 2026, 19% of 3-8 grades students will be projected proficient on the ELA PSSA as measured by IReady.	By January 22, 2027, 28% of grades 3-8 students will be projected proficient on the ELA PSSA as measured by IREADY.	By March 30, 2027, 28% of grades 3-8 students will be projected proficient on the ELA PSSA as measured by IREADY.	By June 2027, 25% of grades 3-8 students will score proficient or higher on the PSSA ELA Assessment.

Priority: Math data has stayed stagnant year over year due to a large amount of students in below basic

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
By June 2027, 14% of 3-8 grades students will score proficient or higher on the PSSA Math Assessment.			
Measurable Goal Nickname (35 Character Max)			
Math			
Target Year 1	**Target Year 2**	**Target Year 3**	
By June 2027, 14% 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 2027, 14% 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, 2026, 9% of 3-8 grades students will be projected proficient on the Math PSSA as measured by IReady.	By January 22, 2027, 15% of grades 3-8 students will be projected proficient on the Math PSSA as measured by IReady.	By March 30, 2027, 15% of grades 3-8 students will be projected proficient on the Math PSSA as measured by IReady.	By June 2027, 14% of grades 3-8 students will score proficient or higher on the PSSA Math Assessment.

Priority: Despite numerous interventions, a high percentage of students are still chronically absent

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
By June 2027, 74% of students will demonstrate regular attendance.			
Measurable Goal Nickname (35 Character Max)			
Attendance			
Target Year 1	**Target Year 2**	**Target Year 3**	

By June 2027, 74% of students will demonstrate regular attendance.	.By June 2027, 74% of students will demonstrate regular attendance.	By June 2027, 74% of students will demonstrate regular attendance.	
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
By September 30, 2026, 92% of students will demonstrate regular attendance	By December January 22, 2027, 88% of students will demonstrate regular attendance	By March 30, 2027, 85% of students will demonstrate regular attendance	By June 30, 2027, 74% of students will demonstrate regular attendance.

Action Plan

Measurable Goals

ELA	Math
Attendance	

Action Plan For: PLC

Measurable Goals:
• By June 2027, 14% of 3-8 grades students will score proficient or higher on the PSSA Math Assessment. • By June 2027, 74% of students will demonstrate regular attendance.

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Develop a PD calendar (summer PD and for monthly PDs)		2026-07-15	2027-06-04
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principal	NA	Yes	No

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)		2027-08-03	2027-06-09
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principal	Math Lead Teachers	Yes	No

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Lead Professional development on Eureka Squared (Math) for grades K-8.		2026-09-15	2027-06-04
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Regional Office/Assistant Principal	NA	Yes	No

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Assess all students using IReady assessment 3x a year to determine individual need and progress.		2026-08-19	2027-06-09
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Assistant Principal/Instructional Coach	Math Lead Teachers	No	No

Action Step	**Anticipated Start Date**	**Anticipated Completion Date**

Assign case managers to Tier III Math students; update the lists quarterly		2026-09-01	2027-06-09
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Assistant Principal/Instructional Coach	NA	No	No

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Implement Eureka Squared curriculum daily year long in grades K-8		2026-08-19	2027-06-09
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Teachers	Math Lead Teachers	No	No

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Implement small group math instruction atleast twice a week to provide instructional interventions. (Grades K-8)		2026-09-08	2027-06-09
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Teachers	research based curricular materials to execute during the intervention block	Yes	No

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Provide coaching for teachers (at least 1x, more depending on teacher need) on math instruction in grades K-8 to provide more targeted instruction according to student data.		2026-08-19	2027-06-09
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Assistant Principal	NA	Yes	No

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Lead weekly Regional Implementation huddles for K-8 math teachers		2026-09-14	2027-05-21
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Regional Office	Math Lead Teachers	Yes	No

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Teachers use information from APM to adjust instructional practice in their classrooms (3 week cycle)		2026-09-22	2027-06-09
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Teachers	Math Lead Teachers	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Principal meets with regional team Friday to stamp headlines from APM (1x every 3 weeks)		2026-09-18	2027-06-09
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principal	NA	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Principal shares headlines from APM with APs in Monday huddle (1x every 3 weeks)		2026-09-21	2027-06-09
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principal	NA	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Principal/APs share headlines with staff Tuesday morning (1x every 3 weeks) and run coaching play aligned with headlines until the next APM		2026-09-22	2027-06-09
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principal	Math Lead Teachers	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Math Growth	The School Leadership Team (Principal, Assistant Principals, and Instructional Coaches) will monitor Math instructional implementation and student growth on a daily, weekly, and monthly basis through daily classroom observations and coaching touchpoints, weekly leadership data huddles, and monthly comprehensive assessment review meetings.

Action Plan For: PLC

Measurable Goals:
• By June 2027, 25% of 3-8 grades students will score proficient or higher on the PSSA ELA Assessment.

Action Step		Anticipated Start Date	Anticipated Completion Date
Hold all staff summer professional development from August 3rd to August 18th to support strong school year launch to collaborate, internalize lessons, and respond to data (connected to Math and ELA goals)		2026-08-03	2026-08-18
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principal	NA	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Assign case managers to Tier III ELA students; update lists of students quarterly		2026-09-01	2027-06-09
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
AP/IC	NA	No	Yes

Action Step		Anticipated Start Date	Anticipated Completion Date
Provide Tier 3 intervention at least twice a week for students in grade K-8.		2026-09-08	2027-06-09
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Teachers	research based curricular materials to execute during the intervention block	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
ELA: Assess all students using IReady assessment 3x a year to determine individual need and progress.		2026-08-19	2027-06-04
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
AP/IC	ELA Lead Teachers	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
ELA: Assistant Principals will provide professional development and coach teachers around tiered instruction and intervention weekly.		2026-08-19	2027-06-07
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
AP/IC	ELA Lead Teachers	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
ELA: Focus on improving Tier I ELA instruction through observations and coaching of teachers weekly		2026-08-24	2027-06-04
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
AP/IC	ELA Lead Teachers	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
ELA: Implement CKLA Skills K-2 daily		2026-08-24	2027-06-09
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Teachers	ELA Lead Teachers	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
ELA: Implement small group ELA instruction daily in grades K-8.		2026-08-24	2027-06-09
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Teachers	NA	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
ELA: Provide direct and explicit comprehensive strategy instruction using Fishtank. (Grades K-2) daily		2026-08-24	2027-06-09
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Teachers	NA	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Lead weekly Regional Implementation huddles for K-8 ela teachers		2026-09-14	2027-05-21
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Regional Office	NA	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Teachers use information from APM to adjust instructional practice in their classrooms (3 week cycle)		2026-09-22	2027-06-09
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Teachers	NA	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Principal meets with regional team Friday to stamp headlines from APM (1x every 3 weeks)		2026-09-18	2027-06-09
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principal	NA	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Principal shares headlines from APM with APs in Monday huddle (1x every 3 weeks)		2026-09-21	2027-06-09
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principal	NA	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Principal/APs share headlines with staqff Tuesday morning (1x every 3 weeks) and run coaching play aligned with headlines until the next APM		2026-09-22	2027-06-09
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principal	NA	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
ELA Growth.Achievement	The School Leadership Team (Principal, Assistant Principals, and Instructional Coaches) will monitor ELA instructional implementation and student growth on a daily, weekly, and

	monthly basis through daily classroom observations and coaching touchpoints, weekly leadership data huddles, and monthly comprehensive assessment review meetings.

Action Plan For: MTSS

Measurable Goals:
• By June 2027, 74% of students will demonstrate regular attendance.

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Attendance: Assemble a team in the fall to further develop an attendance plan. This team will work together all year		2026-08-07	2026-08-18
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
DOO	NA	Yes	No

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Attendance: Assign case managers to manage interventions to Target Attendance Group (based on 25-26 attendance data) (Update quarterly)		2026-09-15	2027-06-09
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
DOO	incentives for target group and adutls	Yes	No

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Attendance: Engage parents and students in the importance of coming to school everyday through daily communication via parentsquare and daily phone calls		2026-08-19	2027-06-09
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principal/DOO	incentives for students and families	No	No

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Attendance: Identify Tier II & III Attendance students quarterly		2026-10-23	2027-06-09
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
DOO	NA	No	No

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Attendance: Monitor attendance data and interventions through monthly attendance data meetings.		2026-09-15	2027-06-09
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
DOO	NA	No	No

Action Step	**Anticipated Start Date**	**Anticipated Completion Date**

Attendance: Hold monthly attendance celebrations.		2026-09-25	2027-06-09
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
DOO	NA	No	No

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Attendance Call: School Operation team makes daily call to absent students		2026-08-19	2027-06-09
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
DOO	NA	No	No

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Daily Attendance Email End of Day: Principal will send daily attendance updtates to families to include a quick attendance win from the day , why the upcoming day matters and encouragement and goals for student to attend the next day		2026-08-19	2027-06-09
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principal	NA	Yes	No

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Improve student attendance to drive in-person learning.	The School Leadership Team (Principal, Assistant Principals, and Director of Operations) will monitor student attendance data and intervention progress on a daily, weekly, and monthly basis through daily attendance reports, weekly leadership data huddles, and monthly comprehensive review meetings.

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)	• PLC • PLC • MTSS	Salary	1	45000
Assistant Principal Benefits (Additional AP to Support Assistant Principal duties - Professional Development, teacher coaching, Staff and Student Culture Improvement, etc)	• PLC • PLC • MTSS	Benefits	1	5000
Total Expenditures				50000

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

eGgrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount	
Instruction	• PLC • PLC • MTSS	Lead Teacher Salaries	463733	
Instruction	• PLC • PLC • MTSS	Lead Teacher Benefits	138000	
Instruction	• PLC • PLC • MTSS	Math Teacher Salaries	100000	
Instruction	• PLC • PLC • MTSS	Math Teacher Benefits	30000	
Instruction	• PLC • PLC • MTSS	ELA Teacher Salaries	100000	

Instruction	• PLC • PLC • MTSS	ELA Teacher Benefits	30000	
Title II.A and Title IV.A Transfer Funds	• PLC • PLC • MTSS	Transferred for Teacher Compensation	110311	
Total Expenditures				972044

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
PLC	Develop a PD calendar (summer PD and for monthly PDs)
PLC	Create Professional Learning Communities to provide space for teachers to collaborate, internalize lessons, and respond to data (connected to Math and ELA goals)
PLC	Lead Professional development on Eureka Squared (Math) for grades K-8.
PLC	Implement small group math instruction atleast twice a week to provide instructional interventions. (Grades K-8)
PLC	Provide coaching for teachers (at least 1x, more depending on teacher need) on math instruction in grades K-8 to provide more targeted instruction according to student data.
PLC	Lead weekly Regional Implementation huddles for K-8 math teachers
PLC	Teachers use information from APM to adjust instructional practice in their classrooms (3 week cycle)
PLC	Principal meets with regional team Friday to stamp headlines from APM (1x every 3 weeks)
PLC	Principal shares headlines from APM with APs in Monday huddle (1x every 3 weeks)
PLC	Principal/APs share headlines with staff Tuesday morning (1x every 3 weeks) and run coaching play aligned with headlines until the next APM
PLC	Hold all staff summer professional development from August 3rd to August 18th to support strong school year launch to collaborate, internalize lessons, and respond to data (connected to Math and ELA goals)
PLC	Provide Tier 3 intervention at least twice a week for students in grade K-8.
PLC	ELA: Assistant Principals will provide professional development and coach teachers around tiered instruction and intervention weekly.
PLC	Lead weekly Regional Implementation huddles for K-8 ela teachers
PLC	Teachers use information from APM to adjust instructional practice in their classrooms (3 week cycle)
PLC	Principal meets with regional team Friday to stamp headlines from APM (1x every 3 weeks)
PLC	Principal shares headlines from APM with APs in Monday huddle (1x every 3 weeks)
PLC	Principal/APs share headlines with staqff Tuesday morning (1x every 3 weeks) and run coaching play aligned with headlines until the next APM
MTSS	Attendance: Assemble a team in the fall to further develop an attendance plan. This team will work together all year
MTSS	Attendance: Assign case managers to manage interventions to Target Attendance Group (based on 25-26 attendance data) (Update quarterly)
MTSS	Daily Attendance Email End of Day: Principal will send daily attendance updtates to families to include a quick attendance win from the day , why the upcoming day matters and encouragement and goals for student to attend the next day

Effective Strategies for Teaching Students with Disabilities

Action Step
• Develop a PD calendar (summer PD and for monthly PDs) • Create Professional Learning Communities to provide space for teachers to collaborate, internalize lessons, and respond to data (connected to Math and ELA goals) • Lead Professional development on Eureka Squared (Math) for grades K-8. • Teachers use information from APM to adjust instructional practice in their classrooms (3 week cycle) • Principal meets with regional team Friday to stamp headlines from APM (1x every 3 weeks)

• Principal/APs share headlines with staqff Tuesday morning (1x every 3 weeks) and run coaching play aligned with headlines until the next APM
Audience
School Leadership Teams, regional Directors of Literacy and Math, Special Education leaders and teachers
Topics to be Included
Data Analysis tools for extracting and disaggregating data for students with IEPs Goal setting against baselines for students with IEPs
Evidence of Learning
IEP goal baselines and targets are aligned to data available in current assessments School teams are able to disaggregate data for data analysis meetings Progress Monitoring data is measured and acted on periodically throughout the school year

Lead Person/Position	Anticipated Start	Anticipated Completion
Tara Sealy, Managing Director of Student Supports	2026-07-01	2027-06-30

Learning Format

Type of Activities	Frequency
Other	Yearly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Trauma Informed Training

Action Step
• Develop a PD calendar (summer PD and for monthly PDs) • Create Professional Learning Communities 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 to positively respond to student expressions of stress & trauma and our continued practice of these strategies will improve our classroom and school culture.
Evidence of Learning
All school-based staff internalize the KPPS Trauma-Informed Approach Vision All school-based staff learn the TIA PD series scope & sequence for the year All school-based staff internalize the connection between TIA and LibEdu All school-based staff practice de-escalation technique

Lead Person/Position	Anticipated Start	Anticipated Completion
Social Worker	2026-07-01	2027-06-30

Learning Format

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

Professional Ethics

Action Step		
• Hold all staff summer professional development from August 3rd to August 18th to support strong school year launch to collaborate, internalize lessons, and respond to data (connected to Math and ELA goals) • Provide Tier 3 intervention at least twice a week for students in grade K-8. • Provide coaching for teachers (at least 1x, more depending on teacher need) on math instruction in grades K-8 to provide more targeted instruction according to student data.		
Audience		
School Staff and Teachers		
Topics to be Included		
Summer PD -School staff and all teachers will attend Professional Ethics PDs over several training sessions. - Attendees will learn about professional expectations, including clarity on parent and student communication and expectations. - Attendees will start to build a community with fellow teachers and school staff, while maintaining professional boundaries. - Attendees will also promote the health and safety of students by establishing and maintaining appropriate verbal, physical, emotional, and social boundaries.		
Evidence of Learning		
Attendees will attend a PD and ask to answer common school scenarios.		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Managing Director of Teaching and Learning	2026-07-01	2027-06-30

Learning Format

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

Culturally Relevant and Sustaining Education (CR-SE)

Action Step		
• Develop a PD calendar (summer PD and for monthly PDs) • Hold all staff summer professional development from August 3rd to August 18th to support strong school year launch to collaborate, internalize lessons, and respond to data (connected to Math and ELA goals) • Create Professional Learning Communities to provide space for teachers to collaborate, internalize lessons, and respond to data (connected to Math and ELA goals) • Implement small group math instruction atleast twice a week to provide instructional interventions. (Grades K-8)		
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	2026-07-01	2027-06-30

Learning Format

Type of Activities	Frequency
Other	Yearly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Common Ground	

Communications Activities

Staff professional development					
Action Step	**Audience**	**Topics to be Included**	**Lead Person/Position**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
• Assign case managers to Tier III ELA students; update lists of students quarterly	Staff professional development	Feedback from classroom observations, best practices and recommendations on effective teaching	Principal	07/01/2026	06/30/2027

Communications

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

Approvals & Signatures

Uploaded Files
• 2026_06_17_board_meeting_minutes (3).pdf

Chief School Administrator	**Date**
Stephanie White	2026-09-25
Building Principal Signature	**Date**
Stephanie White	2026-09-25
School Improvement Facilitator Signature	**Date**
Thomas Weishaupt	2026-09-25