Profile and Plan Essentials

LEA Type		AUN
Charter School		126515362
Address 1		
4601 Market St		
Address 2		
City	**State**	**Zip Code**
Philadelphia	PA	19139
Chief School Administrator		**Chief School Administrator Email**
Ms Amanda Hill-Hennie		KPOCPDE@kippphiladelphia.org
Single Point of Contact Name		
Tracy Macarthur		
Single Point of Contact Email		
tmacarthur@kippphiladelphia.org		
Single Point of Contact Phone Number		**Single Point of Contact Extension**
2156302274		
Principal Name		
Amanda Hill Hennie		
Principal Email		
KPOCPDE@kippphiladelphia.org		
Principal Phone Number		**Principal Extension**
(267) 417-3070		
School Improvement Facilitator Name		**School Improvement Facilitator Email**

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Tia Autry	Parent	KPOC	TAutry@gmail.com
Brittney Lovell	Parent	KPOC	brittanylovell.bl@gmail.com
Justine Uholik	Teacher	KPOC	JUholik@kippphiladelphia.org
Dara Harvey	Teacher	KPOC	DHarvey@kippphiladelphia.org
Ivana Gasiorowski	District Level Leaders	Head of Schools	IGasiorowski@kipppiladelphia.org
Sean Jordan	Community Member	Community	Sjordan@gmail.com
Sabrina Leggett	Other	KPOC - School Leader	SLeggett@kippphiladelphia.org
Nafisah Innis	Administrator	KPOC - Director of Operations	NInnis@kippphiladelphia.org
Amanda Hill Hennie	Administrator	CEO	ahennie@kippphiladelphia.org
Amanda Hill Hennie	Administrator	Building Principal	ahennie@kippphiladelphia.org

LEA Profile

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

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

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

Mission and Vision

Mission

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

Vision

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

Educational Values

Students

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

Staff

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

Administration

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

Parents

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

Community

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

Other (Optional)

Omit selected.

Future Ready PA Index

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

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

Proficient or Advanced in English Language Arts/Literature

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
No or limited Future Ready PA Index data	LEA opened for grades K-1 in 2022-23. The LEA will be adding an additional grade each school year. For school year, 25-26, the LEA will serve K-4th grade.

Challenges

Indicator	Comments/Notable Observations
No Future Ready PA Index data	LEA opened for grades K-1 in 2022-23. The LEA will be adding an additional grade and will serve K-4 for the 25-26 SY. No data available.
Regular Attendance	The all Student Group Did Not Meet Performance Standard in the Future Ready Index tool.

Proficient or Advanced in Mathematics/Algebra

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

Strengths

Indicator No Future Ready PA Index data **ESSA Student Subgroups** African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	**Comments/Notable Observations** LEA opened for grades K-1 in 2022-23. The LEA will be adding an additional grade and will serve K-4 for the 25-26 SY. No data available.
Indicator **ESSA Student Subgroups**	**Comments/Notable Observations**
Indicator **ESSA Student Subgroups**	**Comments/Notable Observations**
Indicator **ESSA Student Subgroups**	**Comments/Notable Observations**

Challenges

Indicator No Future Ready PA Index data	**Comments/Notable Observations**

ESSA Student Subgroups African-American/Black, Hispanic, Multi-Racial (not Hispanic), Economically Disadvantaged, Students with Disabilities	LEA opened for grades K-1 in 2022-23. The LEA will be adding an additional grade and will serve K-4 for the 25-26 SY. No data available.
Indicator **ESSA Student Subgroups**	**Comments/Notable Observations**
Indicator **ESSA Student Subgroups**	**Comments/Notable Observations**
Indicator **ESSA Student Subgroups**	**Comments/Notable Observations**

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.

No data on Future Ready Index. LEA opened for grades K-1 in 2022-23. The LEA will be adding an additional grade and will serve K-4 for the 25-26 SY. No data available.

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.

No data on Future Ready Index. LEA opened for grades K-1 in 2022-23. The LEA will be adding an additional grade and will serve K-4 for the 25-26 SY. No data available.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
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-1 went from 27% in the Fall of 2022 to 53% by the Spring of 2023. In SY 2023-24 the percent of students at or above benchmark in grades K-2 went from 40% in the Fall of 2023 to 42% by the Winter of 2024.
NWEA MAP Growth Assessment - Percent of Students hitting typical growth goals	Only 36% of all students Met Typical growth goals in Winter of SY 2023-24 that is down from 61% in Winter of SY 2022-23 and Spring of SY 2022-23. This is well below our goal of at least 50%.
NWEA MAP Growth Assessment - Percent of students at or above the 50th percentile	Only 30% of all students in grades K-2 achieved at or above the 50th percentile in the Winter Administration of SY 2023-24. This is down from 35% in the Winter Administration of SY 2022-23.

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. KPOC 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: KPOC 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 KPOC implemented 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 not achieving at a rate that will put most students on track to be college and career ready. It takes time for teachers to master a new curriculum, so it is anticipated that student growth and achievement should rebound as teachers become more familiar with CKLA Skills.

Mathematics

Data	Comments/Notable Observations
NWEA MAP Growth Mathematics: Percent of students meeting or exceeding growth expectations	44% of all students Met Typical growth goals in Winter of SY 2023-24 that is similar to the growth in Winter of SY 2022-23, and up from the 40% of students who hit growth goals in the Spring of SY 2022-23. This is close to meeting our goal of at least 50% of students hitting growth goals.
NWEA MAP Growth Mathematics: Percent of Students at or above the 50th achievement percentile.	Only 24% of all students in grades K-2 achieved at or above the 50th percentile in the Winter Administration of SY 2023-24. This is up slightly from 22% in the Winter Administration of SY 2022-23.

Mathematics Summary

Strengths

NWEA MAP Growth Assessment - Percent of Students hitting typical growth goals: KPOC is using the newest version of the Eureka Curriculum (Called Eureka Squared) produced by GreatMinds. It takes time for teachers to master the use of a new curriculum and growth is anticipated to increase as teachers become more familiar with this curriculum.

Challenges

NWEA MAP Growth Assessment - Percent of students at or above the 50th percentile: MAP results indicate that most students are also not achieving at a rate that will put most students on track to be college and career ready.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Amplify Science Formative Curriculum Assessments	In SY23.24 KPOC only had students enrolled in Kindergarten through second grade. Teachers use the Amplify Science program for STEM instruction. There were not any normative science assessments administered in these grade levels, that said students were assessed formatively using curriculum assessments provided by the curriculum.

Science, Technology, and Engineering Education Summary

Strengths

The Amplify Science program gives students exposure to science content through realistic applications of concepts to science scenarios.

Challenges

In SY.23.24 it was difficult to keep up with the pacing of the Amplify Science program while meeting students needs in Math and Literacy.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Career Programming	We have been working with our KIPP Through College and Career Team (KTC&C) to develop stronger and vertically aligned career readiness scope and sequences for grades 3-12. This aligns to our work to include career support in addition to college guidance for our KIPP alumni.

Career 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.

LEA opened for grades K-1 in 2022-23. The LEA will be adding an additional grade and will serve K-4 for the 25-26 SY.
We have been working with our KIPP Through College and Career Team (KTC&C) to develop stronger and vertically aligned career readiness scope and sequences for grades 3-12. This aligns to our work to include career support in addition to college guidance for our KIPP alumni.

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

LEA opened for grades K-1 in 2022-23. The LEA will be adding an additional grade and will serve K-4 for the 25-26 SY.

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
NWEA MAP Growth: Students Meeting or Exceeding growth expectations	In ELA the gap between the percent of students hitting growth goals in the all student group and the SPED student subgroup narrowed from 25 percentage points in the Winter of 2022-23 to 18 percentage points in the Winter of 2023-24. While this gap narrowed it is still unacceptably large.In Math the gap between the percent of students hitting growth goals in the all student group and the SPED student subgroup remained small (less than 2 percentage points) across these two school years
Attendance: Percent of students attending at least 90% of days	Only 45% of students with IEPS attended 90% of more school days during the SY.22.23 school year this compares to 52% of their regular education peers. that is a gap of 7 percentage points. In the first half of the SY 23.24 school year that gap disappeared and now students with IEPs are attending as frequently as students without IEPs.

Students Considered Economically Disadvantaged
False This student group is not a focus in this plan.

Data	Comments/Notable Observations
NWEA MAP Growth Assessment - Percent of Students hitting typical growth goals	85% of students at KPOC qualified for the Economically disadvantaged qualification. This is the vast majority of students at the school. Fewer students who identified as economically disadvantaged met growth expectations on NWEA MAP Mathematics and Language Arts compared to their regular education peers.
NWEA MAP Growth Assessment - Percent of Students hitting typical growth goals - Mathematics	In SY2022-23 in Mathematics 52% of students who qualified as Economically disadvantages met growth expectations on NWEA MAP compared to 65% for students who did not. An 13 percentage point gap. This gap fell to less than 2 percentage points in SY 2023-24.
NWEA MAP Growth Assessment - Percent of Students hitting typical growth goals - ELA	In SY2022-23 in Language arts 60% of students who qualified as Economically disadvantages met growth expectations on NWEA MAP compared to 67% for students who did not. That is a 7 percentage point gap. This gap in creased in size to a 10 percentage point gap with 44% of students who do not quality as economically disadvantaged hitting growth targets as compared with 34.5% of students who did not.

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Black	87% of students at KPOC identified as black. This is the vast majority of students at the school. There were not enough students in other racial demographic groups with which to make meaningful performance comparisons.

Summary

Strengths

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

In Math the gap between the percent of students hitting growth goals in the all student group and the SPED student subgroup remained small (less than 2 percentage points) across these two school years.
Only 45% of students with IEPS attended 90% of more school days during the SY.22.23 school year this compares to 52% of their regular education peers. that is a gap of 7 percentage points. In the first half of the SY 23.24 school year that gap disappeared and now students with IEPs are attending as frequently as students without IEPs.

Challenges

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

In ELA the gap between the percent of students hitting growth goals in the all student group and the SPED student subgroup narrowed from 25 percentage points in the Winter of 2022-23 to 18 percentage points in the Winter of 2023-24. While this gap narrowed it is still unacceptably large.
In SY2022-23 in Language arts 60% of students who qualified as Economically disadvantages met growth expectations on NWEA MAP compared to 67% for students who did not. That is a 7 percentage point gap. This gap in creased in size to a 10 percentage point gap with 44% of students who do not quality as economically disadvantaged hitting growth targets as compared with 34.5% of students who did not.

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.
Student Services	As a result of Covid-19, KIPP is investing in student health supports.
K-12 Guidance Plan (339 Plan)	
Technology Plan	KIPP offers a 1-to-1 laptop program, which allows for blended learning.
English Language Development Programs	At KIPP, less than 5 percent of students are classified as EL.

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

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

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Exemplary
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Operational
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Exemplary
Identify and address individual student learning needs	Operational
Provide frequent, timely, and systematic feedback and support on instructional practices	Exemplary

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Operational
Collectively shape the vision for continuous improvement of teaching and learning	Operational
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Exemplary
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Operational
Continuously monitor implementation of the school improvement plan and adjust as needed	Operational

Provide Student-Centered Support Systems

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

Foster Quality Professional Learning

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

Summary

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

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

We've ensured that our assessment suite provides clear aligned data to allow for differentiated instruction and information to prioritize reteaching content and subgroups of students.
We've ensured a frequent and consistent structure to provide teachers with weekly instructional feedback on their planning and execution.
We've implemented intensive leadership development for principals, assistant principals and teacher leaders to build skill, mindset and best practices.
Implementing both more data driven instruction tactics and developing our intervention model has led to improved student achievement.

Challenges

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

We need to ensure the fidelity to quality Intervention curriculum.
Develop our continuum of academic research based interventions to be able to address the diverse learning needs of our students which will help our students be able to meet growth and achievement goals. This is especially important in the wake of a year of school where majority spent learning virtually. Our Initial analysis, shows that the majority of students decreased in the MAP percentile reflecting the large disruption in learning.
Align assessments and data tools to implement and monitor student progress and programming which will ensure that teachers can respond when students with IEPS are not making adequate growth and determine a new approach to get students on track

Summary of Strengths and Challenges from the Needs Assessment

Strengths

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

Strength	Check for Consideration in Plan
No data on Future Ready Index. LEA opened for grades K-1 in 2022-23. The LEA will be adding an additional grade and will serve K-4 for the 25-26 SY. No data available.	True
LEA opened for grades K-1 in 2022-23. The LEA will be adding an additional grade and will serve K-4 for the 25-26 SY.	False
We have been working with our KIPP Through College and Career Team (KTC&C) to develop stronger and vertically aligned career readiness scope and sequences for grades 3-12. This aligns to our work to include career support in addition to college guidance for our KIPP alumni.	False
Over the last year, 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.	True
We've implemented intensive leadership development for principals, assistant principals and teacher leaders to build skill, mindset and best practices.	True
Implementing both more data driven instruction tactics and developing our intervention model has led to improved student achievement.	False
DIBELS (Dynamic Indicators of Basic Early Literacy Skills) - Percent of students at Benchmark: In addition to the pre-pandemic strategies. KPOC 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: KPOC 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
NWEA MAP Growth Assessment - Percent of Students hitting typical growth goals: KPOC is using the newest version of the Eureka Curriculum (Called Eureka Squared) produced by GreatMinds. It takes time for teachers to master the use of a new curriculum and growth is anticipated to increase as teachers become more familiar with this curriculum.	False
The Amplify Science program gives students exposure to science content through realistic applications of concepts to science scenarios.	False
In Math the gap between the percent of students hitting growth goals in the all student group and the SPED student subgroup remained small (less than 2 percentage points) across these two school years.	False

Only 45% of students with IEPS attended 90% of more school days during the SY.22.23 school year this compares to 52% of their regular education peers. that is a gap of 7 percentage points. In the first half of the SY 23.24 school year that gap disappeared and now students with IEPs are attending as frequently as students without IEPs.	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
No data on Future Ready Index. LEA opened for grades K-1 in 2022-23. The LEA will be adding an additional grade and will serve K-4 for the 25-26 SY. No data available.	True
LEA opened for grades K-1 in 2022-23. The LEA will be adding an additional grade and will serve K-4 for the 25-26 SY.	True
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.	False
Develop our continuum of academic research based interventions to be able to address the diverse learning needs of our students which will help our students be able to meet growth and achievement goals. This is especially important in the wake of a year of school where majority spent learning virtually. Our Initial analysis, shows that the majority of students decreased in the MAP percentile reflecting the large disruption in learning.	False
Align assessments and data tools to implement and monitor student progress and programming which will ensure that teachers can respond when students with IEPS are not making adequate growth and determine a new approach to get students on track	False
We need to ensure the fidelity to quality Intervention curriculum.	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 KPOC implemented 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 not achieving at a rate that will put most students on track to be college and career ready. It takes time for teachers to master a new curriculum, so it is anticipated that student growth and achievement should rebound as teachers become more familiar with CKLA Skills.	False
In SY.23.24 it was difficult to keep up with the pacing of the Amplify Science program while meeting students needs in Math and Literacy.	False
In ELA the gap between the percent of students hitting growth goals in the all student group and the SPED student subgroup narrowed from 25 percentage points in the Winter of 2022-23 to 18 percentage points in the Winter of 2023-24. While this gap narrowed it is still unacceptably large.	False

In SY2022-23 in Language arts 60% of students who qualified as Economically disadvantages met growth expectations on NWEA MAP compared to 67% for students who did not. That is a 7 percentage point gap. This gap in creased in size to a 10 percentage point gap with 44% of students who do not quality as economically disadvantaged hitting growth targets as compared with 34.5% of students who did not.	False
	False

Most Notable Observations/Patterns

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

No data in the future ready index.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
No data on Future Ready Index. LEA opened for grades K-1 in 2022-23. The LEA will be adding an additional grade and will serve K-4 for the 25-26 SY. No data available.	School will continue to grow until the LEA serves K-4.	True
LEA opened for grades K-1 in 2022-23. The LEA will be adding an additional grade and will serve K-4 for the 25-26 SY.		True

Analyzing Strengths

Analyzing Strengths	Discussion Points
No data on Future Ready Index. LEA opened for grades K-1 in 2022-23. The LEA will be adding an additional grade and will serve K-4 for the 25-26 SY. No data available.	
We've ensured a frequent and consistent structure to provide teachers with weekly instructional feedback on their planning and execution.	
We've implemented intensive leadership development for principals, assistant principals and teacher leaders to build skill, mindset and best practices.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	We need to increase the percent of student performing on grade level in math and reading.
	We need to ensure the fidelity to quality Intervention curriculum. Continue to implement and refine student interventions and differentiation to meet student needs to drive student growth and achievement.

Goal Setting

Priority: We need to ensure the fidelity to quality Intervention curriculum. Continue to implement and refine student interventions and differentiation to meet student needs to drive student growth and achievement.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
38% of students will be on grade level in Reading as measured by NWEA.			
Measurable Goal Nickname (35 Character Max)			
ELA - Intervention			
Target Year 1	**Target Year 2**	**Target Year 3**	
38% of students will be on grade level in Reading as measured by NWEA	38% of students will be on grade level in Reading as measured by NWEA	38% of students will be on grade level in Reading as measured by NWEA.	
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
80% completion of MAP administration	80% completion of MAP administration	40% of students of students showing growth on ELA Winter MAP assessment	38% of students will be on grade level in Reading as measured by NWEA

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

Priority: We need to increase the percent of student performing on grade level in math and reading.

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

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
38% of students will be on grade level in Reading as measured by NWEA.			
Measurable Goal Nickname (35 Character Max)			
ELA - Grade Level			
Target Year 1	**Target Year 2**	**Target Year 3**	
38% of students will be on grade level in Reading as measured by NWEA	38% of students will be on grade level in Reading as measured by NWEA		
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
80% completion of MAP administration	80% completion of MAP administration	40% of students of students showing growth on ELA Winter MAP assessment	38% of students will be on grade level in Reading as measured by NWEA

Action Plan

Measurable Goals

ELA - Intervention	Math - Intervention
	Math-Grade Level
ELA - Grade Level	

Action Plan For: Fidelity to intervention programming

Measurable Goals:

- 38% of students will be on grade level in Reading as measured by NWEA.
- 40% of students will be on grade level in Math as measured by NWEA.

Action Step		Anticipated Start Date	Anticipated Completion Date
Research-Based Intervention Curricula for K-4. This includes Fundations, LLI, TouchMath and Number Worlds.		2025-07-01	2026-07-01
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Managing Director of Special Education	Title I Funds	Yes	Yes

Action Step		Anticipated Start Date	Anticipated Completion Date
KPOC will hire co teachers in grades K-4.		2025-07-01	2026-07-01
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principal	Title I Funds	Yes	Yes

Action Step		Anticipated Start Date	Anticipated Completion Date
KPOC will have teacher coaches.		2025-07-01	2026-07-01
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principal	Title I Funds	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Professional development, increased curricular resources, additional supports and programming for students across the continua of learning in ELA and Math.	NWEA MPA assessment administered 3x per year to all students K-2.

Action Plan For: Focus on K-2 Literacy

Measurable Goals:

- 38% of students will be on grade level in Reading as measured by NWEA.
- 38% of students will be on grade level in Reading as measured by NWEA.
- 40% of students will be on grade level in Math as measured by NWEA.
- 40% of students will be on grade level in Math as measured by NWEA.

Action Step	Anticipated Start Date	Anticipated Completion Date
Increase parent engagement around student learning (including academic themed nights)	2025-07-01	2026-07-01

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principal	Title I Funds	Yes	Yes

Action Step		Anticipated Start Date	Anticipated Completion Date
Provide professional development for teachers including the following topics: LETRS Training., Curricular Assessments, DIBELS, and NWEA MAP		2025-07-01	2026-07-01
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Prinicipal	Summer and Wednesday PD time	Yes	Yes

Action Step		Anticipated Start Date	Anticipated Completion Date
Ensure implementation of literacy and writing curriculum including - Fundations, Heggerty, Geodes, CKLA Knowledge and Being a Writer.		2025-07-01	2026-07-01
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principal	Curriculum	No	No

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

Expenditure Tables

School Improvement Set Aside Grant
True School does not receive School Improvement Set Aside Grant.

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	• Fidelity to intervention programming • Focus on K-2 Literacy	Transfer from Title II - Teacher Coach Salary	20700
Instruction	• Fidelity to intervention programming • Focus on K-2 Literacy	Transfer from Title IV - Teacher Salary	31000
Instruction	• Fidelity to intervention programming • Focus on K-2 Literacy	Lead Teacher Salaries	300000
Instruction	• Fidelity to intervention programming • Focus on K-2 Literacy	Lead Teacher Benefits	89252
Total Expenditures			440952

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Fidelity to intervention programming	Research-Based Intervention Curricula for K-4. This includes Fundations, LLI, TouchMath and Number Worlds.
Fidelity to intervention programming	KPOC will hire co teachers in grades K-4.
Fidelity to intervention programming	KPOC will have teacher coaches.
Focus on K-2 Literacy	Increase parent engagement around student learning (including academic themed nights)
Focus on K-2 Literacy	Provide professional development for teachers including the following topics: LETRS Training., Curricular Assessments, DIBELS, and NWEA MAP

Students with disabilities

Action Step
• Research-Based Intervention Curricula for K-4. This includes Fundations, LLI, TouchMath and Number Worlds.

Audience
School Leadership Teams, regional Directors of Literacy and Math, Special Education leaders and teachers

Topics to be Included
Data Analysis tools for extracting and disaggregating data for students with IEPsGoal setting against baselines for students with IEPsUsing Progress Monitoring data to inform programming decisions

Evidence of Learning
IEP goal baselines and targets are aligned to data available in current assessmentsSchool teams are able to disaggregate data for data analysis meetingsProgress Monitoring data is measured and acted on periodically throughout the school year

Lead Person/Position	Anticipated Start	Anticipated Completion
Regional Managing Director of Student Supports	2025-07-01	2026-07-01

Learning Format

Type of Activities	Frequency
Other	PDs take place annually during August for New and Returning KIPP teachers and staff. PDs also occur throughout the school year.

Observation and Practice Framework Met in this Plan

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

Language and Literacy Acquisition

Action Step
• Research-Based Intervention Curricula for K-4. This includes Fundations, LLI, TouchMath and Number Worlds.

Audience
Teachers and staff.

Topics to be Included

Topics will include Assessment Approach and Assessment Training, Special Ed Overview for all staff, SEL Approach Tools & Expectations, Rubric Overview Reminder, Internalization for Core Subject areas of ELA and Math, Setting up strong classroom culture, General Ed Tech Intro such as Google Classroom overview. There will also be a new grades 3-6 Guided Reading PD, basic background for teachers who have not previously received training in GR.		
Evidence of Learning		
Teachers will undergo MAP and F&P training, the spirit and purpose of SEL with an overview of SEL programming, approach and teacher responsibilities, review Rubric overview, and self paced online lessons. There will also be a focus on unit internalization for core subjects ELA and math.		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Principal	2025-07-01	2026-07-01

Learning Format

Type of Activities	Frequency
Other	PDs take place annually during August for New and Returning KIPP teachers and staff. PDs also occur throughout the school year.
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Trauma Informed Training

Action Step
• KPOC will hire co teachers in grades K-4. • KPOC will have teacher coaches.
Audience
Teachers and staff.
Topics to be Included
KIPP Philadelphia Public Schools will embody a Trauma-Informed Approach and support our students by training adults in three key areas: Safety, Connection & Regulation. KPPS will also devote time to review trauma and the brain, and co-regulation and de-escalation practices. Co-Regulation and De-Escalation are two strategies topositively respond to student expressions of stress & trauma and our continued practice of these strategies will improve our classroom and school culture.
Evidence of Learning
All school-based staff internalize the KPPS Trauma-InformedApproach VisionAll school-based staff learn the TIA PD series scope & sequence forthe yearAll school-based staff internalize the connection between TIA andLibEduAll school-based staff practice de-escalation technique

Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Social Worker and Regional Director of Student Supports	2025-07-01	2026-07-01

Learning Format

Type of Activities	Frequency
Workshop(s)	PD will take place annually during August for New and Returning KIPP teachers and staff.
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Math Content Knowledge

Action Step
•   Research-Based Intervention Curricula for K-4. This includes Fundations, LLI, TouchMath and Number Worlds. •   KPOC will hire co teachers in grades K-4. •   KPOC will have teacher coaches.
Audience
Math teachers & assistant principals
Topics to be Included
Math content knowledge, Eureka Square, NWEA Math Assessment, data analysis
Evidence of Learning
Teacher observations

Lead Person/Position	Anticipated Start	Anticipated Completion
Principal	2025-07-01	2026-07-01

Learning Format

Type of Activities	Frequency
Inservice day	Quarterly

Observation and Practice Framework Met in this Plan

This Step Meets the Requirements of State Required Trainings

Literacy

Action Step
•   Research-Based Intervention Curricula for K-4. This includes Fundations, LLI, TouchMath and Number Worlds. •   KPOC will hire co teachers in grades K-4. •   KPOC will have teacher coaches.
Audience
K-2 Teachers
Topics to be Included
LETRS Training. Assessment: Curricular Assessments, Dibels (literacy foundations - aka phonics/phonemic awareness), MAP (comprehension)
Evidence of Learning
Teacher Observations

Lead Person/Position	Anticipated Start	Anticipated Completion
Principal	2025-07-01	2026-07-01

Learning Format

Type of Activities	Frequency
Inservice day	Quarterly

Observation and Practice Framework Met in this Plan

This Step Meets the Requirements of State Required Trainings
Language and Literacy Acquisition for All Students

Communications Activities

Staff professional development

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
• KPOC will hire co teachers in grades K-4.	School Leadership teams, Teacher Coaches	Feedback from classroom observations, best practices and recommendations on effective teaching	Principal	07/01/2025	07/01/2026

Communications

Type of Communication	Frequency
Other	Virtual/In-Person weekly to monthly checkins

Intervention

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
• Research-Based Intervention Curricula for K-4. This includes Fundations, LLI, TouchMath and Number Worlds. • Increase parent engagement around student learning (including academic themed nights) • Provide professional development for teachers including the following topics: LETRS Training., Curricular Assessments, DIBELS, and NWEA MAP	Families and students, staff	Best practices for curriculum implementation	Principal	07/01/2025	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

Chief School Administrator	Date
Amanda Hill Hennie	2025-11-10
Building Principal Signature	**Date**
Amanda Hill Hennie	2025-11-10
School Improvement Facilitator Signature	**Date**