KIPP Philadelphia Octavius Catto CS

Schoolwide Title 1 School Plan | 2026 - 2027

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**
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Single Point of Contact Name		
Amanda Hill Hennie		
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Principal Name		
Amanda Hill Hennie		
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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
Dr. Amanda Hill-Hennie	Chief School Administrator	KIPP Philadelphia Octavius Catto Elementary School	AHennie@kippphiladelphia.org
Dr. Amanda Hill-Hennie	Principal	KIPP Philadelphia Octavius Catto Elementary School	AHennie@kippphiladelphia.org
Kiani Mitchell	Other	KIPP Philadelphia Octavius Catto Elementary School	kmitchell@ap-schools.org
Lexus Jessup	Education Specialist	KIPP Philadelphia Octavius Catto Middle School	ljessup@kippphiladelphia.org
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Dr. Eric Pugh	Other	KIPP Philadelphia Octavius Catto Elementary School	epugh@kippphiladelphia.org
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Superintendent (Chief School Administrator)	District Level Leaders	KPPS	CoreyDwilliams@kippphiladelphia.org
Courtnee' Walter	Principal	KIPP Philadelphia Octavius Catto Middle School	CWalter@kippphiladelphia.org
Melissa Poorman	District Level Leaders	KPPS	mpoorman@kippphiladelphia.org
Taneesha Carson	Parent	KIPP Philadelphia Octavius Catto Elementary School	taneeshacarson@gmail.com

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

By the end of the 2026-27 school year…Catto will place emphasis on the following elements to foster a vibrant and inclusive school community where every student is empowered to reach their full potential- academically, socially, and emotionally. We are committed to making a difference in the lives of students by creating an adult culture of excellence, teamwork, joy, and reliability. Visual culture in building Core Values coaching and mentoring Career Day, field trip to college campuses Parent workshops for attendance School culture Standardized calm down corner Strategies for supporting students with emotional disturbance. By the end of the 2026-27 school year… KIPP Philadelphia Octavius Catto Middle School will provide a positive and rigorous learning environment where scholars develop Ownership, Wisdomship, Leadership, and Scholarship through rigorous academics, strong relationships, meaningful family partnerships, and high expectations paired with high support.

Vision

By the end of the 2026-27 school year…Catto will place emphasis on the following elements to foster a vibrant and inclusive school community where every student is empowered to reach their full potential- academically, socially, and emotionally. We are committed to making a difference in the lives of students by creating an adult culture of excellence, teamwork, joy, and reliability. Visual culture in building Core Values coaching and mentoring Career Day, field trip to college campuses Parent workshops for attendance School culture Standardized calm down corner Strategies for supporting students with emotional disturbance By the end of the 2029-30 school year… At KPOC, our vision is to foster a vibrant and inclusive school community where every student is empowered to reach their full potential- academically, socially, and emotionally. We are committed to making a difference in the lives of students by creating an adult culture of excellence, teamwork, joy, and reliability. School leaders actively support staff through collaborative and intentional opportunities for professional growth and feedback, as well as a shared commitment to data-driven practices that meet the diverse needs of all learners. Together, we prepare our students to become college and career-ready individuals that will strengthen their communities. By the end of the 2026-27 school year… KIPP Philadelphia Octavius Catto Middle School will provide a positive and rigorous learning environment where scholars develop Ownership, Wisdomship, Leadership, and Scholarship through rigorous academics, strong relationships, meaningful family partnerships, and high expectations paired with high support. Year 1 School Theme First Flight: Learning, Leading, and Soaring Together The 2026 - 2027 school year marks the First Flight of KIPP Philadelphia Octavius Catto Middle School. As the founding class of Owls, our scholars will be the first to establish the traditions, expectations, and culture that will shape our school for years to come. Like young owls preparing to leave the nest and take flight, they are beginning a new journey into middle school, one filled with opportunities to learn, lead, grow, and discover their potential. Guided by the values of Ownership, Wisdomship, Leadership, and Scholarship, our founding Owls will help build a strong foundation for future generations while learning, leading, and soaring together. By the end of the 2029-30 school year… KIPP Philadelphia Octavius Catto Middle School will be a transformative community where scholars, staff, and families work together to cultivate a positive, rigorous, and affirming middle school experience. Staff will create learning environments rooted in meaningful relationships, high expectations, and strong support. Scholars will develop the confidence, knowledge, and character to achieve their fullest potential through Ownership, Wisdomship, Leadership, and Scholarship. Families will be valued as essential partners in their child's success through consistent communication, active engagement, and meaningful feedback. Together, we will learn, lead, and soar to strengthen our communities and positively impact the world.

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)

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

We are currently looking at our latest state test results for English Language Arts (ELA), and they give us a helpful roadmap for where we need to grow together! Where we are: Right now, about 23.9% of our students are hitting the "Proficient" or "Advanced" marks. While we have a solid group of students excelling, we are working hard to catch up to the statewide average of 49.9%. Our "Advanced" Stars: We're proud to see that 6.0% of our students reached the highest performance level (Advanced). Looking Ahead: The state has set a big goal for all schools to reach 81.1% proficiency by 2033. We didn't quite hit our internal "growth target" this year, but this just means we are doubling down on our literacy support and classroom resources to help every student find their voice in reading and writing. KIPP Catto will add one additional grade in the 2026-27 school year and every year after until it serves grades K-8. Catto currently serves grades K-4 for the 2025-26 school year.

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

Strengths

ESSA Student Subgroups	Indicator
African-American/Black	A subset of Black students (19.3%) achieved proficiency or advanced proficiency on the English Language Arts/Literature state assessment, demonstrating baseline grade-level mastery within the school's primary student demographic.
Economically Disadvantaged	Nearly one in five (18.9%) Economically Disadvantaged students at KIPP Philadelphia Octavius Catto CS achieved proficiency or advanced proficiency on the English Language Arts/Literature state assessment, establishing a baseline of grade-level reading and writing mastery among this group.

Challenges

ESSA Student Subgroups	Indicator
Economically Disadvantaged	With an 18.9% proficiency rate, 81.1% of Economically Disadvantaged students are performing below grade level in ELA, creating a achievement gap when compared to both the overall school performance average (23.9%) and the statewide benchmark (49.9%).
African-American/Black	With 19.3% scoring Proficient or Advanced, 80.7% of Black students are performing below grade-level proficiency in ELA, falling significantly short of both the overall school performance average (23.9%) and the statewide average (49.9%).

Proficient or Advanced in Mathematics/Algebra

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

Comments/Notable Observations

Mathematics/Algebra is currently the school's strongest academic area, with 29.9% of students scoring Proficient or Advanced. This outperforms the school's English Language Arts performance (23.9%) by 6.0 percentage points. With all student groups failing to meet interim improvement targets, substantial growth is required to approach the Pennsylvania 2033 goals of 81.1% proficiency in ELA and 71.8% proficiency in Math

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

Strengths

ESSA Student Subgroups	Indicator
African-American/Black	Over a quarter (26.3%) of Black students achieved proficiency or advanced proficiency on the Mathematics/Algebra state assessment, outperforming their performance in English Language Arts (19.3%) and demonstrating grade-level math competencies within the school's primary student demographic.
Economically Disadvantaged	Nearly a quarter (24.5%) of Economically Disadvantaged students achieved proficiency or advanced proficiency on the Mathematics/Algebra assessment, outperforming their English Language Arts performance (18.9%) and establishing baseline grade-level math skills.

Challenges

ESSA Student Subgroups	Indicator
African-American/Black	With 26.3% scoring Proficient or Advanced, 73.7% of Black students are performing below grade level in math, creating a gap when compared to both the overall school performance average (29.9%) and the statewide average (41.7%).
Economically Disadvantaged	With 24.5% scoring Proficient or Advanced, 75.5% of Economically Disadvantaged students are performing below grade level in math, trailing both the overall school performance average (29.9%) and the statewide average (41.7%).

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

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

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

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

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	**False** N/A

Strengths

ESSA Student Subgroups	Indicator

Challenges

ESSA Student Subgroups	Indicator

Regular Attendance

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

Comments/Notable Observations

Our student community shows incredible resilience and a clear desire to learn. Despite hurdles, 59.7% of our All Student Group are maintaining regular attendance, aligning perfectly with the school-wide average. This consistency proves that our families value education and are working hard to ensure their children are present and ready to engage with our curriculum every day.

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

Strengths

ESSA Student Subgroups	Indicator
African-American/Black	A majority of Black students (61.9%) maintained regular attendance (not chronically absent), slightly outperforming the overall school average (59.7%) and demonstrating a positive baseline for student engagement within the school's primary demographic group.
Students with Disabilities	A majority of Students with Disabilities (61.9%) maintained regular attendance (not chronically absent), slightly outperforming the overall school average (59.7%) and demonstrating positive engagement within this high-needs subgroup.
Economically Disadvantaged	A majority of Economically Disadvantaged students (58.4%) maintained regular attendance (not chronically absent), establishing a foundation of consistent school participation within this student demographic.

Challenges

ESSA Student Subgroups	Indicator
African-American/Black	With a 61.9% regular attendance rate, 38.1% of Black students remain chronically absent, placing this student group significantly below the statewide average (79.6%) and well short of the Pennsylvania performance standard (94.1%).
Students with Disabilities	With a 61.9% regular attendance rate, 38.1% of Students with Disabilities remain chronically absent, falling well below both the statewide average (79.6%) and the Pennsylvania performance standard (94.1%).

Economically Disadvantaged	With a 58.4% regular attendance rate, 41.6% of Economically Disadvantaged students remain chronically absent, performing below the overall school average (59.7%) and falling significantly short of both the statewide average (79.6%) and the Pennsylvania performance standard (94.1%).

Career Standards Benchmark

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

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.

Regular Attendance - Our student community shows incredible resilience and a clear desire to learn. Despite hurdles, 59.7% of our All Student Group are maintaining regular attendance, aligning perfectly with the school-wide average. This consistency proves that our families value education and are working hard to ensure their children are present and ready to engage with our curriculum every day.
We are currently looking at our latest state test results for English Language Arts (ELA), and they give us a helpful roadmap for where we need to grow together! Where we are: Right now, about 23.9% of our students are hitting the "Proficient" or "Advanced" marks. While we have a solid group of students excelling, we are working hard to catch up to the statewide average of 49.9%. Our "Advanced" Stars: We're proud to see that 6.0% of our students reached the highest performance level (Advanced). Looking Ahead: The state has set a big goal for all schools to reach 81.1%

proficiency by 2033. We didn’t quite hit our internal "growth target" this year, but this just means we are doubling down on our literacy support and classroom resources to help every student find their voice in reading and writing. KIPP Catto will add one additional grade in the 2026-27 school year and every year after until it serves grades K-8. Catto currently serves grades K-4 for the 2025-26 school year.
Our student community shows incredible resilience and a clear desire to learn. Despite hurdles, 59.7% of our All Student Group are maintaining regular attendance, aligning perfectly with the school-wide average. This consistency proves that our families value education and are working hard to ensure their children are present and ready to engage with our curriculum every day.

Challenges

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

ELA - While we celebrate our students' hard work, our current ELA results highlight a significant opportunity for growth. With 23.9% of our students performing at a Proficient or Advanced level, we are currently trailing the statewide average of 49.9%. Our biggest hurdle is ensuring that the progress we see in the classroom translates into meeting the state's interim improvement targets. The data shows a particularly pressing need to support our Black students (19.3% proficiency) and Economically Disadvantaged students (18.9% proficiency).
Regular Attendance (SY 23-24): Only 59.7% of students were considered "not chronically absent." This did not meet the performance standard and is significantly below the statewide average of 79.6%.
At the end of the 2023-24 school year, we continue to need to strengthen our teacher professional development to build teacher skill in a faster and more targeted way, especially with the unfinished learning that occurred during the pandemic. Teachers will need to be able to drive accelerated learning and implement just in time prerequisite skill development to address the learning that was disrupted. (24-25)
Not all classrooms are aligned to instructional practices, although improvements are being seen. IEP implementation and goals are a concern. The school wants to ensure that there are 2-3 goals, including social-emotional learning. The school has had a new curriculum and is implementing I-Ready next school year. Teacher focus groups are needed to find ways to improve. (24-25)

Local Assessment

English Language Arts

Data	Comments/Notable Observations
DIBELS	Across combined Grades K–4, a majority of students (53%) demonstrate core foundational literacy skills by performing at or above benchmark on DIBELS, while over a quarter (27%) score well below benchmark, indicating significant early literacy gaps that require targeted, reading intervention.
iReady	Across i-Ready Reading assessments, over half of students (52%) are performing on or above grade level, while 14% are two or more grade levels below, indicating a need for targeted intervention to support struggling readers.

English Language Arts Summary

Strengths

A majority of students demonstrate foundational reading skills and grade-level reading proficiency, as evidenced by 53% of students meeting or exceeding benchmark on DIBELS and 52% performing on or above grade level on iReady Reading.

Challenges

A subset of students faces significant literacy gaps, as evidenced by 27% of students scoring well below benchmark on DIBELS and 14% performing two or more grade levels below on iReady Reading, indicating a need for intensive, targeted early literacy and foundational reading interventions.

Mathematics

Data	Comments/Notable Observations
iReady Math	Across i-Ready Math assessments, 28% of students are performing on or above grade level, while over half (54%) score at the below basic level, highlighting a critical need for targeted instructional support and foundational math interventions.

Mathematics Summary

Strengths

Nearly a third of students (28%) demonstrate grade-level mastery in mathematics as measured by the iReady Math diagnostic, establishing a core foundation of proficient math learners to build upon across grade bands.

Challenges

One-fifth of the student body (20%) is performing two or more grade levels below in mathematics on the iReady diagnostic assessment, demonstrating significant skill gaps that require intensive academic support.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Data is limited due to insufficient sample.	Data is limited due to insufficient sample.

Science, Technology, and Engineering Education Summary

Strengths

Data is limited due to insufficient sample.

Challenges

Data is limited due to insufficient sample.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Career Standards Benchmark.	Data is limited due to an insufficient sample size. For the 2026–27 school year, KIPP Catto has expanded to now serve 5th grade, thus no prior historical data is available for this LEA. To align on the SY 26–27 Career Standards Benchmark, we are implementing a multi-pronged Career Integration Strategy anchored by a centralized Google Sheets artifact-tracking system managed by our KIPP Forward Team. In-person instruction will be led by KIPP Forward career advisors across four key months (September, November, January, and March) alongside designated 50-minute exploration workshops for 5th Grade Science and Social Studies. Additionally, middle school liaison will collaborate with advisors throughout Quarters 1–3 to facilitate key exposure opportunities, including STEM fairs, general career fairs, and a Temple University field trip designed to align with Catto MS post-secondary goals.

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.

To align on the SY 26–27 Career Standards Benchmark, we are implementing a multi-pronged Career Integration Strategy anchored by a centralized Google Sheets tracking system managed by our KIPP Forward Team. In-person instruction will be led by KIPP Forward career advisors across four key months (September, November, January, and March) alongside designated 50-minute exploration workshops for 5th Grade Science and Social Studies. Additionally, middle school liaison will collaborate with advisors throughout Quarters 1–3 to facilitate key exposure opportunities, including STEM fairs, general career fairs, and a Temple University field trip designed to align with Catto MS post-secondary goals.

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.

Data is limited due to an insufficient sample size. For the 2026–27 school year, KIPP Catto has expanded to now serve 5th grade, thus no prior historical data is available for this LEA.

Equity Considerations

English Learners

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

Students with Disabilities

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

Students Considered Economically Disadvantaged

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

Student Groups by Race/Ethnicity

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

Summary

Strengths

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

By the end of the planning cycle (29-30), 48% of 3rd and 4th-grade students will score proficient or advanced on the PSSA ELA, progressing incrementally through annual interim targets of 24%, 32%, 40%, and 48%.
Increase the percentage of 2nd-grade students scoring at or above benchmark on the DIBELS composite assessment incrementally from 69% to 90% (with annual benchmarks set at 69%, 76%, 83%, and 90%).
By the end of the planning cycle, 60% of 3rd through 5th-grade students will score proficient or advanced on the Math PSSA, progressing incrementally through annual interim targets of 28%, 38%, 49%, and 60%.
KPOC Middle: By the end of the planning cycle, increase the percentage of students scoring proficient or advanced on the Science PSSA through sustained annual growth of 1 percentage point per year over the incoming cohort baseline and prior-year actual performance.
KPOC Middle: By the end of the planning cycle, 42% of middle school students will score proficient or advanced on the ELA PSSA, progressing incrementally through annual interim targets of 22%, 30%, 36%, and 42%. And by the end of the planning cycle, 44% of middle school students will score proficient or advanced on the Math PSSA, progressing incrementally through annual interim targets of 25%, 30%, 37%, and 44%.

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.

Over half of enrolled students (54%) perform at the Below Basic level and 20% perform two or more grade levels below on the iReady Math diagnostic assessment, indicating severe skill gaps in foundational mathematics.
More than a quarter of students (27%) demonstrate severe foundational reading deficits by scoring Well Below Benchmark on DIBELS, necessitating enhanced early literacy intervention support.
Regular attendance: Inconsistent student engagement and daily attendance across homerooms hinder sustained learning gains, requiring comprehensive attendance supports to ensure all homerooms consistently meet and exceed baseline Average Daily Attendance (ADA) benchmarks toward the 98% goal.

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.
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.

Strategic alignment of Title I school-wide resources and Special Education funding ensures fiscal and instructional supports are directly integrated to serve all students, including those requiring specialized academic programming.

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.

Maintaining a 1-to-1 device initiative requires ongoing staff professional development to ensure digital tools are effectively leveraged for instruction rather than passive device usage.

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	Operational
Implement a multi-tiered system of supports for academics and behavior	Not Yet Evident
Implement evidence-based strategies to engage families to support learning	Not Yet Evident
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Operational

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Operational
Use multiple professional learning designs to support the learning needs of staff	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?

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Aligning curricular materials and lesson plans directly to the PA Standards ensures clear, rigorous, and consistent instructional expectations across all grade levels.
Programmatic, human, and fiscal capital resources are effectively organized and monitored to build leadership capacity and directly support the school improvement plan.

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?

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.Evidence-based strategies to actively engage families in supporting student learning require further development and structure to strengthen school-home partnerships.
Efforts to collectively shape a shared vision for continuous improvement and foster a school-wide culture of high expectations for all students and stakeholders remain in the emerging stage.

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
Regular Attendance - Our student community shows incredible resilience and a clear desire to learn. Despite hurdles, 59.7% of our All Student Group are maintaining regular attendance, aligning perfectly with the school-wide average. This consistency proves that our families value education and are working hard to ensure their children are present and ready to engage with our curriculum every day.	False
We are currently looking at our latest state test results for English Language Arts (ELA), and they give us a helpful roadmap for where we need to grow together! Where we are: Right now, about 23.9% of our students are hitting the "Proficient" or "Advanced" marks. While we have a solid group of students excelling, we are working hard to catch up to the statewide average of 49.9%. Our "Advanced" Stars: We're proud to see that 6.0% of our students reached the highest performance level (Advanced). Looking Ahead: The state has set a big goal for all schools to reach 81.1% proficiency by 2033. We didn't quite hit our internal "growth target" this year, but this just means we are doubling down on our literacy support and classroom resources to help every student find their voice in reading and writing. KIPP Catto will add one additional grade in the 2026-27 school year and every year after until it serves grades K-8. Catto currently serves grades K-4 for the 2025-26 school year.	False
	False
Our student community shows incredible resilience and a clear desire to learn. Despite hurdles, 59.7% of our All Student Group are maintaining regular attendance, aligning perfectly with the school-wide average. This consistency proves that our families value education and are working hard to ensure their children are present and ready to engage with our curriculum every day.	False
A majority of students demonstrate foundational reading skills and grade-level reading proficiency, as evidenced by 53% of students meeting or exceeding benchmark on DIBELS and 52% performing on or above grade level on iReady Reading.	False
Nearly a third of students (28%) demonstrate grade-level mastery in mathematics as measured by the iReady Math diagnostic, establishing a core foundation of proficient math learners to build upon across grade bands.	False
Strategic alignment of Title I school-wide resources and Special Education funding ensures fiscal and instructional supports are directly integrated to serve all students, including those requiring specialized academic programming.	False
Aligning curricular materials and lesson plans directly to the PA Standards ensures clear, rigorous, and consistent instructional expectations across all grade levels.	False
Programmatic, human, and fiscal capital resources are effectively organized and monitored to build leadership capacity and directly support the school improvement plan.	False
	False
	False
Data is limited due to insufficient sample.	False
To align on the SY 26–27 Career Standards Benchmark, we are implementing a multi-pronged Career Integration Strategy anchored by a centralized Google Sheets tracking system managed by our KIPP Forward Team. In-person instruction will be led by KIPP Forward career advisors across four key months (September, November, January, and March) alongside designated 50-minute exploration workshops for 5th Grade Science and Social Studies.	False

Additionally, middle school liaison will collaborate with advisors throughout Quarters 1–3 to facilitate key exposure opportunities, including STEM fairs, general career fairs, and a Temple University field trip designed to align with Catto MS post-secondary goals.	
By the end of the planning cycle (29-30), 48% of 3rd and 4th-grade students will score proficient or advanced on the PSSA ELA, progressing incrementally through annual interim targets of 24%, 32%, 40%, and 48%.	True
Increase the percentage of 2nd-grade students scoring at or above benchmark on the DIBELS composite assessment incrementally from 69% to 90% (with annual benchmarks set at 69%, 76%, 83%, and 90%).	False
By the end of the planning cycle, 60% of 3rd through 5th-grade students will score proficient or advanced on the Math PSSA, progressing incrementally through annual interim targets of 28%, 38%, 49%, and 60%.	True
KPOC Middle: By the end of the planning cycle, increase the percentage of students scoring proficient or advanced on the Science PSSA through sustained annual growth of 1 percentage point per year over the incoming cohort baseline and prior-year actual performance.	True
	False
KPOC Middle: By the end of the planning cycle, 42% of middle school students will score proficient or advanced on the ELA PSSA, progressing incrementally through annual interim targets of 22%, 30%, 36%, and 42%. And by the end of the planning cycle, 44% of middle school students will score proficient or advanced on the Math PSSA, progressing incrementally through annual interim targets of 25%, 30%, 37%, and 44%.	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
ELA - While we celebrate our students' hard work, our current ELA results highlight a significant opportunity for growth. With 23.9% of our students performing at a Proficient or Advanced level, we are currently trailing the statewide average of 49.9%. Our biggest hurdle is ensuring that the progress we see in the classroom translates into meeting the state's interim improvement targets. The data shows a particularly pressing need to support our Black students (19.3% proficiency) and Economically Disadvantaged students (18.9% proficiency).	False
	False
Regular Attendance (SY 23-24): Only 59.7% of students were considered "not chronically absent." This did not meet the performance standard and is significantly below the statewide average of 79.6%.	False
At the end of the 2023-24 school year, we continue to need to strengthen our teacher professional development to build teacher skill in a faster and more targeted way, especially with the unfinished learning that occurred during the pandemic. Teachers will need to be able to drive accelerated learning and implement just in time prerequisite skill development to address the learning that was disrupted. (24-25)	False
Not all classrooms are aligned to instructional practices, although improvements are being seen. IEP implementation and goals are a concern. The school wants to ensure that there are 2-3 goals, including social-emotional learning. The school has had a new curriculum and is implementing I-Ready next school year. Teacher focus groups are needed to find ways to improve. (24-25)	False

A subset of students faces significant literacy gaps, as evidenced by 27% of students scoring well below benchmark on DIBELS and 14% performing two or more grade levels below on iReady Reading, indicating a need for intensive, targeted early literacy and foundational reading interventions.	True
Maintaining a 1-to-1 device initiative requires ongoing staff professional development to ensure digital tools are effectively leveraged for instruction rather than passive device usage.	False
Efforts to collectively shape a shared vision for continuous improvement and foster a school-wide culture of high expectations for all students and stakeholders remain in the emerging stage.	False
	False
	False
One-fifth of the student body (20%) is performing two or more grade levels below in mathematics on the iReady diagnostic assessment, demonstrating significant skill gaps that require intensive academic support.	True
Data is limited due to insufficient sample.	False
Data is limited due to an insufficient sample size. For the 2026–27 school year, KIPP Catto has expanded to now serve 5th grade, thus no prior historical data is available for this LEA.	False
Over half of enrolled students (54%) perform at the Below Basic level and 20% perform two or more grade levels below on the iReady Math diagnostic assessment, indicating severe skill gaps in foundational mathematics.	False
More than a quarter of students (27%) demonstrate severe foundational reading deficits by scoring Well Below Benchmark on DIBELS, necessitating enhanced early literacy intervention support.	False
Regular attendance: Inconsistent student engagement and daily attendance across homerooms hinder sustained learning gains, requiring comprehensive attendance supports to ensure all homerooms consistently meet and exceed baseline Average Daily Attendance (ADA) benchmarks toward the 98% goal.	True
.Evidence-based strategies to actively engage families in supporting student learning require further development and structure to strengthen school-home partnerships.	False
	False

Most Notable Observations/Patterns

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

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
A subset of students faces significant literacy gaps, as evidenced by 27% of students scoring well below benchmark on DIBELS and 14% performing two or more grade levels below on iReady Reading, indicating a need for intensive, targeted early literacy and foundational reading interventions.	Strengthen instructional execution and content knowledge by conducting weekly lesson internalization meetings focused on exemplar analysis and target task dissection, providing continuous observation/debrief coaching cycles (03s), and embedding research-based Science of Reading rationale into all instructional feedback and strategy discussions.	True
One-fifth of the student body (20%) is performing two or more grade levels below in mathematics on the iReady diagnostic assessment, demonstrating significant skill gaps that require intensive academic support.	Address math learning gaps by implementing cohesive coaching through grade-team Math Labs focused on lesson planning and strategy practice, individual O3 coaching meetings for data review and feedback, and research-based PD on math fluency, manipulatives, and progress ladders. Simultaneously drive academic progress monitoring through student math notebooks/portfolios for data tracking and conference prep, weekly fact fluency progress monitoring, and daily Exit Ticket Data Dives to review performance, set expectations, and build shared data ownership.	True
Regular attendance: Inconsistent student engagement and daily attendance across homerooms hinder sustained learning gains, requiring comprehensive attendance supports to ensure all homerooms consistently meet and exceed baseline Average Daily Attendance (ADA) benchmarks toward the 98% goal.	Improve student attendance and reduce chronic absenteeism by establishing multi-layered tracking systems and targeted intervention routines. Leadership and Operations teams conduct weekly/bi-weekly attendance meetings to review DeansList heatmaps, source reports, and attendance over time. School teams perform weekly attendance deep dives for targeted chronically absent students, monitor daily ADA to maintain at least 91% ADA per homeroom, and provide daily coaching touchpoints for teachers and homerooms needing attendance support.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
By the end of the planning cycle (29-30), 48% of 3rd and 4th-grade students will score proficient or advanced on the PSSA ELA, progressing incrementally through annual interim targets of 24%, 32%, 40%, and 48%.	Leverage foundational reading growth (69% at/above composite benchmark) by maintaining weekly progress monitoring on Nonsense Word Fluency (NWF) and Oral Reading Fluency (ORF) for Below and Well-Below students to ensure performance stays above the aimline. Apply these tracking structures to drive PSSA ELA (24%) and Math (28%) growth through Firefly interim assessments, weekly target task and Text Dependent Analysis (TDA) responses, daily exit ticket data dives, and adaptive educational technology.
By the end of the planning cycle, 60% of 3rd through 5th-grade students will score proficient or advanced on	Leverage foundational reading growth (69% at/above composite benchmark) by maintaining weekly progress monitoring on Nonsense Word Fluency (NWF) and Oral

the Math PSSA, progressing incrementally through annual interim targets of 28%, 38%, 49%, and 60%.	Reading Fluency (ORF) for Below and Well-Below students to ensure performance stays above the aimline. Apply these tracking structures to drive PSSA ELA (24%) and Math (28%) growth through Firefly interim assessments, weekly target task and Text Dependent Analysis (TDA) responses, daily exit ticket data dives, and adaptive educational technology.
KPOC Middle: By the end of the planning cycle, increase the percentage of students scoring proficient or advanced on the Science PSSA through sustained annual growth of 1 percentage point per year over the incoming cohort baseline and prior-year actual performance.	Because 2026–27 is KPOC Middle's founding year, the school does not have prior-year schoolwide performance data. KPOC will use: Prior-year PSSA performance and feeder-school data Individual student records IEP present levels and progress-monitoring data Beginning-of-Year DIBELS and i-Ready diagnostics Beginning-of-Year curriculum assessments Student work and priority-standard exit tickets PSSA goals remain at the regional targets. DIBELS and i-Ready targets will be finalized after Beginning-of-Year diagnostics and will equal the confirmed baseline plus two percentage points. Provisional target; exact number confirmed after the BOY diagnostic. Founding-Year Implementation Alignment: The KPOC Middle School Founding Framework serves as the companion launch and first-90-day implementation tool. The Leadership Team will review readiness before Day 1 and at Days 30, 60, and 90 across staffing, training, enrollment, family orientation, scholar services, facilities and materials, attendance, culture, coaching, APM, and WIN.
KPOC Middle: By the end of the planning cycle, 42% of middle school students will score proficient or advanced on the ELA PSSA, progressing incrementally through annual interim targets of 22%, 30%, 36%, and 42%. And by the end of the planning cycle, 44% of middle school students will score proficient or advanced on the Math PSSA, progressing incrementally through annual interim targets of 25%, 30%, 37%, and 44%.	Because 2026–27 is KPOC Middle's founding year, the school does not have prior-year schoolwide performance data. KPOC will use: Prior-year PSSA performance and feeder-school data Individual student records IEP present levels and progress-monitoring data Beginning-of-Year DIBELS and i-Ready diagnostics Beginning-of-Year curriculum assessments Student work and priority-standard exit tickets PSSA goals remain at the regional targets. DIBELS and i-Ready targets will be finalized after Beginning-of-Year diagnostics and will equal the confirmed baseline plus two percentage points. Provisional target; exact number confirmed after the BOY diagnostic. Founding-Year Implementation Alignment: The KPOC Middle School Founding Framework serves as the companion launch and first-90-day implementation tool. The Leadership Team will review readiness before Day 1 and at Days 30, 60, and 90 across staffing, training, enrollment, family orientation, scholar services, facilities and materials, attendance, culture, coaching, APM, and WIN.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	By 2029-30,, 48% of students will score proficient or advanced on the PSSA ELA.
	By 2029-30, 60% of students will score proficient or advanced on the Math PSSA
	By 2029-30,, we must refine school-wide attendance monitoring systems and targeted family intervention structures to ensure all homerooms consistently achieve 98% yearly ADA or above while driving overall chronic absenteeism down to 10% or less.

Goal Setting

Priority: By 2029-30,, 48% of students will score proficient or advanced on the PSSA ELA.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
40% of students will score proficient or advanced on the PSSA ELA.			
Measurable Goal Nickname (35 Character Max)			
PSSA ELA			
Target Year 1	**Target Year 2**	**Target Year 3**	
24% of students will score proficient or advanced on the PSSA ELA.	32% of students will score proficient or advanced on the PSSA ELA.	40% of students will score proficient or advanced on the PSSA ELA.	
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
30% of Below and Well Below students will score above he aimline for DPM	45% of Below and Well Below students will score above he aimline for DPM	55%of Below and Well Below students will score above he aimline for DPM	69% Will be at or above benchmark

Priority: By 2029-30, 60% of students will score proficient or advanced on the Math PSSA

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
49% of students will score proficient or advanced on the Math PSSA			
Measurable Goal Nickname (35 Character Max)			
Math PSSA			
Target Year 1	**Target Year 2**	**Target Year 3**	
28% of students will score proficient or advanced on the Math PSSA	38% of students will score proficient or advanced on the Math PSSA	49% of students will score proficient or advanced on the Math PSSA	
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
30% of Below and Well Below students will score above he aimline for DPM	45% of Below and Well Below students will score above he aimline for DPM	55%of Below and Well Below students will score above he aimline for DPM	69% Will be at or above benchmark

Priority: By 2029-30,, we must refine school-wide attendance monitoring systems and targeted family intervention structures to ensure all homerooms consistently achieve 98% yearly ADA or above while driving overall chronic absenteeism down to 10% or less.

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
15% or less of students with Chronic Absenteeism. All homerooms have at least 97% yearly ADA or above			
Measurable Goal Nickname (35 Character Max)			
Attendance			
Target Year 1	**Target Year 2**	**Target Year 3**	
29% or less of students with Chronic Absenteeism All	22% or less of students with Chronic Absenteeism All	15% or less of students with Chronic Absenteeism. All	

homerooms have at least 94% yearly ADA or above	homerooms have at least 96% yearly ADA or above	homerooms have at least 97% yearly ADA or above	
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
95% ADA 85% Students with 90% and above attendance	93% ADA 83% Students with 90% and above attendance	93% ADA 80% Students with 90% and above attendance	92% ADA 75% Students with 90% and above attendance

Action Plan

Measurable Goals

PSSA ELA	Math PSSA
Attendance	

Action Plan For: ELA

Measurable Goals:
• 40% of students will score proficient or advanced on the PSSA ELA.

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Weekly internalization meetings with an emphasis on planning and practicing for a lesson. (Create strong exemplars for target tasks and EOU assessments and have teachers analyze them and dissect them for instructional purposes.)		2026-08-01	2027-07-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
AP Moses	NA	Yes	No

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Continuing 03s that focus on preparing/practicing for a lesson and then debriefing the observation.		2026-08-01	2027-07-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
AP Moses	NA	Yes	No

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Increase teacher knowledge on the science of reading by including research-based rationale when discussing teaching strategies and content.		2026-08-01	2027-07-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
AP Moses	NA	Yes	No

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
During observations, active observation will be the focus point so we can name the look-for, lap to collect the data, huddle with AP and respond in the moment to close the academic gap. Focal points during observations so that the practice clinics can be more aligned.		2026-08-01	2027-07-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
AP Moses	NA	Yes	No

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

Build teacher capacity of data analysis skills through PD so they can look at their data daily to adjust instruction in real-time.		2026-08-01	2027-07-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
AP Moses	NA	Yes	No

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Determine/plan targeted interventions for students with IEPs so they can access grade level content. Track student outcomes in formative assessments so we can adjust in real-time.		2026-08-01	2027-07-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
AP Moses/Teachers/Case Managers	NA	Yes	No

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
KPOC Middle: Finalize coaching assignments and protected schedules so every teacher receives weekly lesson-plan feedback, a weekly coaching meeting or lesson-internalization touchpoint, and the assigned observation cadence, consistent with the KPOC Founding Framework.		2026-07-01	2027-07-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principal	NA	Yes	No

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Review a weekly coaching-fidelity tracker during Leadership Team meetings and O3s. At least 85% of teachers will receive the required coaching cadence in Term 1 and at least 90% in Terms 2-4; at least 80% of observations will receive documented feedback within two school days in Term 1, increasing to 90% by Term 4.		2026-08-01	2027-07-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principal, Assistant Principal of Scholar Support, Senior Dean of Culture	NA	Yes	No

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Conduct weekly Leadership Team learning walks, alternating between Tier 1 and WIN, to calibrate on strong practice, identify trends, assign teacher next steps, and monitor whether feedback was implemented. By Term 4, at least 60% of classrooms will meet the selected priority instructional-rubric standard.		2026-08-01	2027-07-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Leadership Team	NA	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
During Week 1 of each cycle, review curricular assessments, priority-standard exit tickets, scholar work, DIBELS, i-Ready, WIN data, subgroup performance, attendance, and walkthrough evidence; identify no more than two priority learning gaps and assign a documented response such as reteaching, regrouping, WIN adjustment, coaching, or additional scholar support.		2026-08-01	2027-07-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principal, Assistant Principal of Scholar Support, Leadership Team	NA	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Consistent teacher participation in weekly lesson internalization, real-time coaching cycles, and daily data dives, leading to improved instructional fidelity, enhanced Science of Reading practices, and targeted intervention adjustments for all students, including students with IEPs.	The Leadership Team (Principal, AP Moses, AP of Scholar Support, and Senior Dean of Culture) will monitor implementation weekly through O3 coaching touchpoints, classroom learning walks, and structured data reviews. The Principal and Assistant Principals will track coaching fidelity using a weekly coaching tracker to ensure target meeting cadences and 2-day feedback deadlines are met. Weekly learning walks will evaluate instructional execution across Tier 1 and WIN periods against rubric standards. Additionally, during Week 1 of each assessment cycle, leadership and case managers will analyze DIBELS, i-Ready, Firefly interims, daily exit tickets, and IEP subgroup data to adjust interventions and track real-time academic growth.

Action Plan For: Math

Measurable Goals:
• 49% of students will score proficient or advanced on the Math PSSA

Action Step		Anticipated Start Date	Anticipated Completion Date
Math Labs (grade team specific) with an emphasis on learning/mastering content, lesson/assessment planning, and practicing strategies.		2026-08-01	2027-07-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
AP Mitchell	NA	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
03 Meetings (individual) to check in, review data, discuss feedback, collaborate on next action steps and practice.		2026-08-01	2027-07-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
AP Mitchell	NA	Yes	No

Action Step	Anticipated Start Date	Anticipated Completion Date
Research based PD's to support around various math strategies, the use of manipulatives, and the progress ladder for math fluency and number sense	2026-08-01	2027-07-31

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
AP Mitchell	NA	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
implementing math notebooks/portfolios to build student capacity to take notes/use scrap paper on key strategies and skills throughout the lesson. These tools will also help students track their do now and i-Ready data as they prepare for student led conferences		2026-08-01	2027-07-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
AP Mitchell	NA	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Weekly fact fluency progress monitoring to build grade level foundational skills		2026-08-01	2027-07-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
AP Mitchell	NA	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Daily Exit Ticket Data Dives - daily opening routine to highlight the prior days' exit ticket, restamp the exit ticket percentage expectation, and highlight areas of excellence and practice areas that need improvement. This process will create ownership for students and teachers to ensure the class community can speak to and be accountable to their data		2026-08-01	2027-07-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
AP Mitchell	NA	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
KPOC Middle: Finalize coaching assignments and protected schedules so every teacher receives weekly lesson-plan feedback, a weekly coaching meeting or lesson-internalization touchpoint, and the assigned observation cadence, consistent with the KPOC Founding Framework.		2026-08-01	2027-07-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principal	NA	Yes	No

Action Step	Anticipated Start Date	Anticipated Completion Date
KPOC Middle: Review a weekly coaching-fidelity tracker during Leadership Team meetings and O3s. At least 85% of teachers will receive the required coaching cadence in Term 1 and at least 90% in Terms 2-4; at least 80% of observations will	2026-08-01	2027-07-31

receive documented feedback within two school days in Term 1, increasing to 90% by Term 4.			
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principal, Assistant Principal of Scholar Support, Senior Dean of Culture	NA	Yes	No

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
During Week 1 of each cycle, review curricular assessments, priority-standard exit tickets, scholar work, DIBELS, i-Ready, WIN data, subgroup performance, attendance, and walkthrough evidence; identify no more than two priority learning gaps and assign a documented response such as reteaching, regrouping, WIN adjustment, coaching, or additional scholar support.		2026-07-01	2027-07-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principal, Assistant Principal of Scholar Support, Leadership Team	NA	Yes	No

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Consistent teacher participation in weekly lesson internalization, real-time coaching cycles, and daily data dives, leading to improved instructional fidelity, enhanced Science of Reading practices, and targeted intervention adjustments for all students, including students with IEPs.	The Leadership Team (Principal, AP Moses, AP of Scholar Support, and Senior Dean of Culture) will monitor implementation weekly through O3 coaching touchpoints, classroom learning walks, and structured data reviews. The Principal and Assistant Principals will track coaching fidelity using a weekly coaching tracker to ensure target meeting cadences and 2-day feedback deadlines are met. Weekly learning walks will evaluate instructional execution across Tier 1 and WIN periods against rubric standards. Additionally, during Week 1 of each assessment cycle, leadership and case managers will analyze DIBELS, i-Ready, Firefly interims, daily exit tickets, and IEP subgroup data to adjust interventions and track real-time academic growth.

Action Plan For: Attendance

Measurable Goals:
• 15% or less of students with Chronic Absenteeism. All homerooms have at least 97% yearly ADA or above

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
All teachers take attendance by 9:05 AM		2026-08-19	2027-06-09
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
HR Teachers	Teachers, Deans List.	Yes	Yes

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Ops verifies attendance, logs tardies, and makes attendance calls by 10:30 AM		2026-08-19	2027-06-09
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**

OC, Operations Team	Deans List.	Yes	Yes

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Ops sends follow up for higher needs cases/flags to LT and Social Work - Tracker		2026-08-19	2027-06-09
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Ops/LT/Social Work	Tracker	Yes	No

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Parent raffle for students with 100% Attendance. Student incentive - survey to guide monthly incentive		2026-08-19	2027-06-09
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
OM	NA	Yes	No

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Celebrate students with families: Social media, posters, parent square post, zoom celebration.		2026-08-19	2027-06-09
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
DOO	NA	Yes	No

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Check in with teachers close to attendance goals		2026-08-19	2027-06-09
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
OM	NA	Yes	No

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Check in with teachers with low ADA		2026-08-19	2027-06-09
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
DOO/Manager	NA	Yes	No

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Lead weekly attendance meetings		2026-08-19	2027-06-09
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
DOO	NA	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Monthly attendance letters for CUSP students on how many days they have missed and how many days until they are at risk for promotion		2026-08-19	2027-06-09
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Operations Team	NA	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Weekly attendance updates for Chronically Absent students after SAIP is held		2026-08-19	2027-06-09
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Operations Team	NA	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Reach the 2029-30 attendance goal.	The Director of Operations (DOO), Operations Manager (OM), Operations Team, Social Work Team, and Leadership Team monitor implementation through daily routines, weekly meetings, and monthly review cycles. Daily monitoring begins with homeroom teachers taking attendance by 9:05 AM, followed by Operations verifying data, logging tardies, making attendance calls by 10:30 AM, and tracking daily ADA in DeansList. High-needs cases are flagged weekly to the Leadership Team and Social Worker using the attendance tracker. The DOO leads weekly attendance meetings to review DeansList data and monitor updates for chronically absent students after SAIPs. Additionally, the DOO and OM conduct targeted daily/weekly check-ins with teachers based on homeroom ADA, while managing monthly attendance letters for CUSP students and student/family incentive celebrations.

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	• ELA • Math	Lead Teacher Salaries	325000	
Instruction	• ELA • Math	Lead Teacher Benefits	93924	
Instruction	• ELA • Math	Math Teacher Salaries	60000	
Instruction	• ELA • Math	Math Teacher Benefits	9000	
Title II.A and Title IV.A Transfer Funds	• ELA • Math	Transferred funds from Title II & Title IV	62543	
Total Expenditures				550467

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
ELA	Weekly internalization meetings with an emphasis on planning and practicing for a lesson. (Create strong exemplars for target tasks and EOU assessments and have teachers analyze them and dissect them for instructional purposes.)
ELA	Continuing 03s that focus on preparing/practicing for a lesson and then debriefing the observation.
ELA	Increase teacher knowledge on the science of reading by including research-based rationale when discussing teaching strategies and content.
ELA	During observations, active observation will be the focus point so we can name the look-for, lap to collect the data, huddle with AP and respond in the moment to close the academic gap. Focal points during observations so that the practice clinics can be more aligned.
ELA	Build teacher capacity of data analysis skills through PD so they can look at their data daily to adjust instruction in real-time.
ELA	Determine/plan targeted interventions for students with IEPs so they can access grade level content. Track student outcomes in formative assessments so we can adjust in real-time.
ELA	KPOC Middle: Finalize coaching assignments and protected schedules so every teacher receives weekly lesson-plan feedback, a weekly coaching meeting or lesson-internalization touchpoint, and the assigned observation cadence, consistent with the KPOC Founding Framework.
ELA	Review a weekly coaching-fidelity tracker during Leadership Team meetings and O3s. At least 85% of teachers will receive the required coaching cadence in Term 1 and at least 90% in Terms 2-4; at least 80% of observations will receive documented feedback within two school days in Term 1, increasing to 90% by Term 4.
ELA	Conduct weekly Leadership Team learning walks, alternating between Tier 1 and WIN, to calibrate on strong practice, identify trends, assign teacher next steps, and monitor whether feedback was implemented. By Term 4, at least 60% of classrooms will meet the selected priority instructional-rubric standard.
ELA	During Week 1 of each cycle, review curricular assessments, priority-standard exit tickets, scholar work, DIBELS, i-Ready, WIN data, subgroup performance, attendance, and walkthrough evidence; identify no more than two priority learning gaps and assign a documented response such as reteaching, regrouping, WIN adjustment, coaching, or additional scholar support.
Math	Math Labs (grade team specific) with an emphasis on learning/mastering content, lesson/assessment planning, and practicing strategies.
Math	03 Meetings (individual) to check in, review data, discuss feedback, collaborate on next action steps and practice.
Math	Research based PD's to support around various math strategies, the use of manipulatives, and the progress ladder for math fluency and number sense
Math	implementing math notebooks/portfolios to build student capacity to take notes/use scrap paper on key strategies and skills throughout the lesson. These tools will also help students track their do now and i-Ready data as they prepare for student led conferences
Math	Weekly fact fluency progress monitoring to build grade level foundational skills
Math	Daily Exit Ticket Data Dives - daily opening routine to highlight the prior days' exit ticket, restamp the exit ticket percentage expectation, and highlight areas of excellence and practice areas that need improvement. This process will create ownership for students and teachers to ensure the class community can speak to and be accountable to their data

Math	KPOC Middle: Finalize coaching assignments and protected schedules so every teacher receives weekly lesson-plan feedback, a weekly coaching meeting or lesson-internalization touchpoint, and the assigned observation cadence, consistent with the KPOC Founding Framework.
Math	KPOC Middle: Review a weekly coaching-fidelity tracker during Leadership Team meetings and O3s. At least 85% of teachers will receive the required coaching cadence in Term 1 and at least 90% in Terms 2-4; at least 80% of observations will receive documented feedback within two school days in Term 1, increasing to 90% by Term 4.
Math	During Week 1 of each cycle, review curricular assessments, priority-standard exit tickets, scholar work, DIBELS, i-Ready, WIN data, subgroup performance, attendance, and walkthrough evidence; identify no more than two priority learning gaps and assign a documented response such as reteaching, regrouping, WIN adjustment, coaching, or additional scholar support.
Attendance	All teachers take attendance by 9:05 AM
Attendance	Ops verifies attendance, logs tardies, and makes attendance calls by 10:30 AM
Attendance	Ops sends follow up for higher needs cases/flags to LT and Social Work - Tracker
Attendance	Parent raffle for students with 100% Attendance. Student incentive - survey to guide monthly incentive
Attendance	Celebrate students with families: Social media, posters, parent square post, zoom celebration.
Attendance	Check in with teachers close to attendance goals
Attendance	Check in with teachers with low ADA
Attendance	Lead weekly attendance meetings
Attendance	Monthly attendance letters for CUSP students on how many days they have missed and how many days until they are at risk for promotion
Attendance	Weekly attendance updates for Chronically Absent students after SAIP is held

Students with disabilities

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 Using Progress Monitoring data to inform programming decisions		
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**
Managing Director of Student Supports	2026-07-01	2027-06-30

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

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	2026-07-01	2027-06-30

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

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 and Managing Director of Student Supports	2026-07-01	2027-06-30

Learning Format

Type of Activities	**Frequency**
Other	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	

Math Content Knowledge

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	2026-07-01	2027-06-30

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	
Structured Literacy	

Literacy

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	2026-07-01	2027-06-30

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

Regular Attendance

Action Step	Audience	Topics to be Included	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
• All teachers take attendance by 9:05 AM • Ops verifies attendance, logs tardies, and makes attendance calls by 10:30 AM	Families and students, staff	Daily attendance list.	Operations, teachers, staff, families	08/19/2026	06/09/2027

Communications

Type of Communication	Frequency
Email	Daily/Weekly/Monthly
Letter	Weekly/Monthly
Other	Phone call to families

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Amanda Hill Hennie	2026-09-15
Building Principal Signature	**Date**
Amanda Hill Hennie	2026-09-15
School Improvement Facilitator Signature	**Date**