

KIPP WEST PHILADELPHIA CS

5070 Parkside Ave

Schoolwide Title 1 Comprehensive Plan | 2022 - 2025

MISSION STATEMENT

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 STATEMENT

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 VALUE STATEMENTS

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. 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.

STEERING COMMITTEE

Name	Position	Building/Group
Tracy MacArthur	Administrator	KIPP
Amanda Neil	Administrator	KIPP
Matt Rankin	Administrator	KIPP
Molly Eigen	Administrator	KIPP
Samantha Wilson Jones	Board Member	KIPP
Jessica Cunningham Akoto	Administrator	KIPP
Cheshonna Miles	Administrator	KWPCS
Jill Haggerty	Staff Member	KWPCS
Charles Reid	Staff Member	KWPCS
Andrea Leach	Staff Member	KWPCS
Oliver Strickland	Staff Member	KWPCS
Jamar Brownlee	Teacher	KWPCS
Rasheeda Creque	Parent	KWPCS

Name

Position

Building/Group

Latice Word

Parent

KWPCS

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Continue to implement and refine student interventions and differentiation to meet student needs to drive student growth and achievement to address the unfinished learning that occurred during virtual learning.	English Language Arts Mathematics
Develop teachers to improve implementing PA Core aligned curriculum while building student investment and engagement will drive student achievement and growth to address the unfinished learning that occurred during virtual learning.	English Language Arts Mathematics

ACTION PLAN AND STEPS

Evidence-based Strategy	
Data Driven Instruction	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
ELA - Teacher	60% of students will grow in reading as measured by the NWEA ELA assessment

Goal Nickname	Measurable Goal Statement (Smart Goal)
Math Teacher	60% of students will grow in math as measured by the NWEA math assessment
ELA - Intervention	60% of students will grow in reading as measured by the NWEA MAP ELA assessment.
Math - Intervention	60% of students will grow in math as measure by the NWEA MAP Math assessment.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
KWPCS will hire co teachers in grades K-1.	2021-07-06 - 2022-06-15	Cheshonna Miles, Principal	Title 1 Funding
KWPEA will have teacher coaches.	2021-08-06 - 2022-06-15	Cheshonna Miles, Principal	Title 1 Funding
KWPCS will expand social work resources and implement the Social Emotional Learning Curriculum.	2021-06-08 - 2022-06-15	Social Worker	Title 1 Funding
KWPCS will continue to utilize online programming adopted in 20-21 for students.	2021-08-06 - 2022-06-15	Cheshonna Miles, Principal	Chromebooks.
Data Analysis for students with IEPs	2021-06-17 - 2022-06-21	Amanda Neill / Regional Managing Director of Student Supports	Professional Development schedule, data collection and analysis tools
Research-Based Intervention Curricula Trainings	2021-06-17 -	Amanda Neill / Regional	Curricular materials, instructional

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
	2022-06-15	Managing Director of Student Supports	rubric
Hire reading teacher to provide additional ELA instruction	2021-07-01 - 2022-06-15	Principal	Title I Funds
Purchase parent communication system and supplies for parent events	2021-07-01 - 2022-06-15	Principal	Title I Funds

Anticipated Outcome

Professional development, increased curricular resources, additional supports and programming for students across the continua of learning in ELA and Math.

Monitoring/Evaluation

Professional development, increased curricular resources, additional supports and programming for students across the continua of learning in ELA and Math.



PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
60% of students will grow in reading as measured by the NWEA ELA assessment (ELA - Teacher)	Data Driven Instruction	KWPCS will hire co teachers in grades K-1.	07/06/2021 - 06/15/2022
60% of students will grow in math as measured by the NWEA math assessment (Math Teacher)			
60% of students will grow in reading as measured by the NWEA MAP ELA assessment. (ELA - Intervention)			
60% of students will grow in math as measure by the NWEA MAP Math assessment. (Math - Intervention)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
60% of students will grow in reading as measured by the NWEA ELA assessment (ELA - Teacher)	Data Driven Instruction	KWPEA will have teacher coaches.	08/06/2021 - 06/15/2022
60% of students will grow in math as measured by the NWEA math assessment (Math Teacher)			
60% of students will grow in reading as measured by the NWEA MAP ELA assessment. (ELA - Intervention)			
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PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
60% of students will grow in reading as measured by the NWEA ELA assessment (ELA - Teacher)	Data Driven Instruction	KWPCS will expand social work resources and implement the Social Emotional Learning Curriculum.	06/08/2021 - 06/15/2022
60% of students will grow in math as measured by the NWEA math assessment (Math Teacher)			
60% of students will grow in reading as measured by the NWEA MAP ELA assessment. (ELA - Intervention)			
60% of students will grow in math as measure by the NWEA MAP Math assessment. (Math - Intervention)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
60% of students will grow in reading as measured by the NWEA ELA assessment (ELA - Teacher)	Data Driven Instruction	KWPCS will continue to utilize online	08/06/2021
60% of students will grow in math as measured by the NWEA math assessment (Math Teacher)		programming adopted in 20-21 for students.	-
60% of students will grow in reading as measured by the NWEA MAP ELA assessment. (ELA - Intervention)		06/15/2022	
60% of students will grow in math as measure by the NWEA MAP Math assessment. (Math - Intervention)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
60% of students will grow in reading as measured by the NWEA ELA assessment (ELA - Teacher)	Data Driven Instruction	Data Analysis for students with IEPs	06/17/2021 - 06/21/2022
60% of students will grow in math as measured by the NWEA math assessment (Math Teacher)			
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Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
60% of students will grow in reading as measured by the NWEA ELA assessment (ELA - Teacher)	Data Driven Instruction	Research-Based Intervention Curricula Trainings	06/17/2021 - 06/15/2022
60% of students will grow in math as measured by the NWEA math assessment (Math Teacher)			
60% of students will grow in reading as measured by the NWEA MAP ELA assessment. (ELA - Intervention)			
60% of students will grow in math as measure by the NWEA MAP Math assessment. (Math - Intervention)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
60% of students will grow in reading as measured by the NWEA ELA assessment (ELA - Teacher)	Data Driven Instruction	Hire reading teacher to provide additional ELA instruction	07/01/2021 - 06/15/2022
60% of students will grow in math as measured by the NWEA math assessment (Math Teacher)			
60% of students will grow in reading as measured by the NWEA MAP ELA assessment. (ELA - Intervention)			
60% of students will grow in math as measure by the NWEA MAP Math assessment. (Math - Intervention)			

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

Assurance of Quality and Accountability

The Building Administrator, Superintendent/Chief Executive Officer and President of the School Board will affirm the following statements.

We affirm that our school has developed a School Improvement Plan based upon a thorough review of the essential practices to advance educational programs and processes and improve student achievement.

We affirm that the action plans that we will be implementing address our specific school needs, include strategies that provide educational opportunities and instructional strategies for all students and each of the student groups, increases the amount and quality of learning time, and provides equity in the curriculum which may include programs, activities, and courses necessary to provide a well-rounded education. These plans address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

We, the undersigned, hereby certify that the school level plan has been duly reviewed by the Building Administrator, Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure that this plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements**
- Includes **at least one evidence-based strategy that meets one of the three highest levels of evidence outlined in ESSA**
- Has a **high probability of improving student outcomes**
- Has sufficient **LEA leadership and support to ensure successful implementation**

With this Assurance of Quality & Accountability, we request the Pennsylvania Department of Education grant formal approval to implement this plan.

School Board Minutes or Affirmation Statement

Signature (Entered Electronically and must have access to web application).

Chief School Administrator

School Improvement Facilitator Signature

Building Principal Signature

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

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.

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

We've ensured that our assessment suite provides clear aligned data to allow for differentiated instruction and information to prioritize reteaching content and subgroups of students.

We've ensured a frequent and consistent structure to provide teachers with weekly instructional feedback on their planning and execution.

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

Challenges

We did not have a centralized way to track career tasks completions. Teachers were tracking on a class by class basis, so it was difficult to determine which students needed to complete assignments or if new students needed to make up assignments. A new centralized system was created in 2019-20 to make tracking and intervention easier and more efficient.

We need to further strengthen our teacher professional development to build teacher skill in a faster and more targeted way. Especially with the unfinished learning that occurred during 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.

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.

Strengths

Implementing both more data driven instruction tactics and developing our intervention model has led to improved student achievement.

89% of students had regular attendance in SY 19-20. While this is below statewide performance standards of 94.1% it is above the state wide average of 85.8%.

In School Year 2021 KWPCS met the statewide growth standard for the All Students growth in English Language Arts and Science

KWCS (which includes the LEA formerly known as KIPP West Philadelphia Preparatory Charter School) consistently met the PVASS state growth standards in ELA, and in fact was at time recognized by the PA department of education as a high growth school.

The disruption to education caused by the COVID-19 pandemic caused a decline in student growth that is can be observed in the decline in the percent of students hitting typical growth on the NWEA MAP assessment. While growth has not returned to pre-pandemic levels the increase in the percentage of student hitting typical growth in school year 21-22 is a positive indicator. This increased in growth can be built on in SY 21-22.

The all student group exceeded the standard demonstrating growth score. (PVAAS 18-19) in Math.

Challenges

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

Due to Covid-19, attendance has fallen across all grades during the 2020-21 and 2021-22 school years.

In School Year 2021 KWPCS did not meet the statewide growth standard for the All Students growth in Math.

Due to Covid-19, testing scores dropped for the 2020-21 SY, which was mainly virtual. Elementary students dropped 6 percentual points in language arts and 12 percentual points in mathematics. Middle school students dropped by 2 percentual points in language arts, and no change in mathematics. <<MM Pick up here WRITING ABOUT IMPACT OF PANDEMIC AND CONTIUED GROWTH BELOW 50%>>

The all student group did not meet the interim goal or improvement target for Math.

Based on the winter MAP administration, 36% of students were achieving their typical growth goals in grades 5-8. This was a 10%

Strengths

Based on the winter MAP administration, 48% of students were achieving their typical growth goals in grades K-2. This was a 2% increase from the the 2018-19 school year but a decrease from 2017-18 (53%).

The all student group exceeded the standard demonstrating growth score. (PVAAS 18-19)

42% of students were on track to be proficient on the 8th grade science PSSA in 2020. This was an increase of 10% over the previous year's prediction.

Challenges

decrease from the the 2018-19 school year. (MATH)

Due to Covid-19, testing scores dropped for the 2020-21 SY, which was mainly virtual. Elementary students dropped 6 percental points in language arts and 12 percental points in mathematics. Middle school students dropped by 2 percental points in language arts, and no change in mathematics.

The all student group did not meet the interim goal or improvement target for Science.

Only 16%% of students with an IEP were on track to be proficient on the 8th grade science PSSA in 2020. This was an increase of 10% over the previous year's prediction.

Due to Covid-19, attendance has fallen across all grades. Twenty six percent of students were listed as having chronic absences, meaning 18 or more days absent.

Most Notable Observations/Patterns

Due to Covid-19 KIPP Schools remained virtual from August until March for the 2020-21 school year. This results in numerous challenges including attendance and testing. For example, we have test data but were only able to test some, not all, students.

Challenges**Discussion
Point****Priority for Planning**

Due to Covid-19, testing scores dropped for the 2020-21 SY, which was mainly virtual. Elementary students dropped 6 percental points in language arts and 12 percental points in mathematics. Middle school students dropped by 2 percental points in language arts, and no change in mathematics. <<MM Pick up here WRITING ABOUT IMPACT OF PANDEMIC AND CONTIUED GROWTH BELOW 50%>>

The all student group did not meet the interim goal or improvement target for Math.

We need to further strengthen our teacher professional development to build teacher skill in a faster and more targeted way. Especially with the unfinished learning that occurred during 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.

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.

ADDENDUM B: ACTION PLAN

Action Plan: Data Driven Instruction

Action Steps	Anticipated Start/Completion Date
KWPCS will hire co teachers in grades K-1.	07/06/2021 - 06/15/2022

Monitoring/Evaluation	Anticipated Output
Professional development, increased curricular resources, additional supports and programming for students across the continua of learning in ELA and Math.	Professional development, increased curricular resources, additional supports and programming for students across the continua of learning in ELA and Math.

Material/Resources/Supports Needed	PD Step	Comm Step
Title 1 Funding	yes	no

Action Steps**Anticipated Start/Completion Date**

KWPEA will have teacher coaches.

08/06/2021 - 06/15/2022

Monitoring/Evaluation**Anticipated Output**

Professional development, increased curricular resources, additional supports and programming for students across the continua of learning in ELA and Math.

Professional development, increased curricular resources, additional supports and programming for students across the continua of learning in ELA and Math.

Material/Resources/Supports Needed**PD Step****Comm Step**

Title 1 Funding

yes

yes



Action Steps**Anticipated Start/Completion Date**

KWPCS will expand social work resources and implement the Social Emotional Learning Curriculum.

06/08/2021 - 06/15/2022

Monitoring/Evaluation**Anticipated Output**

Professional development, increased curricular resources, additional supports and programming for students across the continua of learning in ELA and Math.

Professional development, increased curricular resources, additional supports and programming for students across the continua of learning in ELA and Math.

Material/Resources/Supports Needed**PD Step****Comm Step**

Title 1 Funding

yes

yes

Action Steps**Anticipated Start/Completion Date**

KWPCS will continue to utilize online programming adopted in 20-21 for students.

08/06/2021 - 06/15/2022

Monitoring/Evaluation**Anticipated Output**

Professional development, increased curricular resources, additional supports and programming for students across the continua of learning in ELA and Math.

Professional development, increased curricular resources, additional supports and programming for students across the continua of learning in ELA and Math.

Material/Resources/Supports Needed**PD Step****Comm Step**

Chromebooks.

yes

yes



Action Steps**Anticipated Start/Completion Date**

Data Analysis for students with IEPs

06/17/2021 - 06/21/2022

Monitoring/Evaluation**Anticipated Output**

Professional development, increased curricular resources, additional supports and programming for students across the continua of learning in ELA and Math.

Professional development, increased curricular resources, additional supports and programming for students across the continua of learning in ELA and Math.

Material/Resources/Supports Needed**PD Step****Comm Step**

Professional Development schedule, data collection and analysis tools

yes

yes



Action Steps**Anticipated Start/Completion Date**

Research-Based Intervention Curricula Trainings

06/17/2021 - 06/15/2022

Monitoring/Evaluation**Anticipated Output**

Professional development, increased curricular resources, additional supports and programming for students across the continua of learning in ELA and Math.

Professional development, increased curricular resources, additional supports and programming for students across the continua of learning in ELA and Math.

Material/Resources/Supports Needed**PD Step****Comm Step**

Curricular materials, instructional rubric

yes

yes



Action Steps**Anticipated Start/Completion Date**

Hire reading teacher to provide additional ELA instruction

07/01/2021 - 06/15/2022

Monitoring/Evaluation**Anticipated Output**

Professional development, increased curricular resources, additional supports and programming for students across the continua of learning in ELA and Math.

Professional development, increased curricular resources, additional supports and programming for students across the continua of learning in ELA and Math.

Material/Resources/Supports Needed**PD Step****Comm Step**

Title I Funds

yes

yes



Action Steps**Anticipated Start/Completion Date**

Purchase parent communication system and supplies for parent events

07/01/2021 - 06/15/2022

Monitoring/Evaluation**Anticipated Output**

Professional development, increased curricular resources, additional supports and programming for students across the continua of learning in ELA and Math.

Professional development, increased curricular resources, additional supports and programming for students across the continua of learning in ELA and Math.

Material/Resources/Supports Needed**PD Step****Comm Step**

Title I Funds

no

yes



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
60% of students will grow in reading as measured by the NWEA ELA assessment (ELA - Teacher)	Data Driven Instruction	KWPCS will hire co teachers in grades K-1.	07/06/2021 - 06/15/2022
60% of students will grow in math as measured by the NWEA math assessment (Math Teacher)			
60% of students will grow in reading as measured by the NWEA MAP ELA assessment. (ELA - Intervention)			
60% of students will grow in math as measure by the NWEA MAP Math assessment. (Math - Intervention)			
60% of students will grow in reading as measured by the NWEA ELA assessment (ELA - Teacher)	Data Driven Instruction	KWPEA will have teacher coaches.	08/06/2021 - 06/15/2022
60% of students will grow in math as measured by the NWEA math assessment (Math Teacher)			
60% of students will grow in reading as measured by the NWEA MAP ELA assessment. (ELA - Intervention)			
60% of students will grow in math as measure by the NWEA MAP Math assessment. (Math - Intervention)			

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
60% of students will grow in reading as measured by the NWEA ELA assessment (ELA - Teacher)	Data Driven Instruction	KWPCS will expand social work resources and implement the Social Emotional Learning Curriculum.	06/08/2021 - 06/15/2022
60% of students will grow in math as measured by the NWEA math assessment (Math Teacher)			
60% of students will grow in reading as measured by the NWEA MAP ELA assessment. (ELA - Intervention)			
60% of students will grow in math as measure by the NWEA MAP Math assessment. (Math - Intervention)			
60% of students will grow in reading as measured by the NWEA ELA assessment (ELA - Teacher)	Data Driven Instruction	KWPCS will continue to utilize online programming adopted in 20-21 for students.	08/06/2021 - 06/15/2022
60% of students will grow in math as measured by the NWEA math assessment (Math Teacher)			
60% of students will grow in reading as measured by the NWEA MAP ELA assessment. (ELA - Intervention)			
60% of students will grow in math as measure by the NWEA MAP Math assessment. (Math - Intervention)			
60% of students will grow in reading as measured by the NWEA ELA assessment (ELA - Teacher)	Data Driven Instruction	Data Analysis for students with IEPs	06/17/2021 - 06/21/2022
60% of students will grow in math as measured by the NWEA math assessment (Math			

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Teacher)</p> <p>60% of students will grow in reading as measured by the NWEA MAP ELA assessment. (ELA - Intervention)</p> <p>60% of students will grow in math as measure by the NWEA MAP Math assessment. (Math - Intervention)</p>			
<p>60% of students will grow in reading as measured by the NWEA ELA assessment (ELA - Teacher)</p> <p>60% of students will grow in math as measured by the NWEA math assessment (Math Teacher)</p> <p>60% of students will grow in reading as measured by the NWEA MAP ELA assessment. (ELA - Intervention)</p> <p>60% of students will grow in math as measure by the NWEA MAP Math assessment. (Math - Intervention)</p>	<p>Data Driven Instruction</p>	<p>Research-Based Intervention Curricula Trainings</p>	<p>06/17/2021 - 06/15/2022</p>
<p>60% of students will grow in reading as measured by the NWEA ELA assessment (ELA - Teacher)</p> <p>60% of students will grow in math as measured by the NWEA math assessment (Math Teacher)</p> <p>60% of students will grow in reading as measured by the NWEA MAP ELA assessment. (ELA - Intervention)</p>	<p>Data Driven Instruction</p>	<p>Hire reading teacher to provide additional ELA instruction</p>	<p>07/01/2021 - 06/15/2022</p>

Measurable Goals

**Action Plan
Name**

**Professional
Development Step**

**Anticipated
Timeline**

60% of students will grow in math as measure by the NWEA MAP Math assessment.
(Math - Intervention)

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Students with disabilities	School Leadership Teams, regional Directors of Literacy and Math, Special Education leaders and teachers	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	Anticipated Timeframe	Lead Person/Position
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	06/17/2020 - 06/15/2021	Amanda Neill / Regional Managing Director of Student Supports

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
	Teaching Diverse Learners in an Inclusive Setting



ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
60% of students will grow in reading as measured by the NWEA ELA assessment (ELA - Teacher)	Data Driven Instruction	KWPEA will have teacher coaches.	2021-08-06 - 2022-06-15
60% of students will grow in math as measured by the NWEA math assessment (Math Teacher)			
60% of students will grow in reading as measured by the NWEA MAP ELA assessment. (ELA - Intervention)			
60% of students will grow in math as measure by the NWEA MAP Math assessment. (Math - Intervention)			
60% of students will grow in reading as measured by the NWEA ELA assessment (ELA - Teacher)	Data Driven Instruction	KWPCS will expand social work resources and implement the Social Emotional Learning Curriculum.	2021-06-08 - 2022-06-15
60% of students will grow in math as measured by the NWEA math assessment (Math Teacher)			
60% of students will grow in reading as measured by the NWEA MAP ELA assessment. (ELA - Intervention)			
60% of students will grow in math as measure by the NWEA MAP Math assessment. (Math - Intervention)			

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
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60% of students will grow in math as measured by the NWEA math assessment (Math Teacher)			
60% of students will grow in reading as measured by the NWEA MAP ELA assessment. (ELA - Intervention)			
60% of students will grow in math as measure by the NWEA MAP Math assessment. (Math - Intervention)			
60% of students will grow in reading as measured by the NWEA ELA assessment (ELA - Teacher)	Data Driven Instruction	Data Analysis for students with IEPs	2021-06-17 - 2022-06-21
60% of students will grow in math as measured by the NWEA math assessment (Math Teacher)			
60% of students will grow in reading as measured by the NWEA MAP ELA assessment. (ELA - Intervention)			
60% of students will grow in math as measure by the NWEA MAP Math assessment. (Math - Intervention)			
60% of students will grow in reading as measured by the NWEA ELA assessment (ELA - Teacher)	Data Driven	Research-Based Intervention	2021-06-17 - 2022-06-

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
60% of students will grow in math as measured by the NWEA math assessment (Math Teacher)	Instruction	Curricula Trainings	15
60% of students will grow in reading as measured by the NWEA MAP ELA assessment. (ELA - Intervention)			
60% of students will grow in math as measure by the NWEA MAP Math assessment. (Math - Intervention)			
60% of students will grow in reading as measured by the NWEA ELA assessment (ELA - Teacher)	Data Driven Instruction	Hire reading teacher to provide additional ELA instruction	2021-07-01 - 2022-06-15
60% of students will grow in math as measured by the NWEA math assessment (Math Teacher)			
60% of students will grow in reading as measured by the NWEA MAP ELA assessment. (ELA - Intervention)			
60% of students will grow in math as measure by the NWEA MAP Math assessment. (Math - Intervention)			
60% of students will grow in reading as measured by the NWEA ELA assessment (ELA - Teacher)	Data Driven Instruction	Purchase parent communication system and supplies for parent events	2021-07-01 - 2022-06-15
60% of students will grow in math as measured by the NWEA math assessment (Math Teacher)			

Measurable Goals**Action Plan Name****Communication Step****Anticipated Timeline**

60% of students will grow in reading as measured by the NWEA MAP ELA assessment.
(ELA - Intervention)

60% of students will grow in math as measure by the NWEA MAP Math assessment. (Math - Intervention)

COMMUNICATIONS PLAN**Communication Step****Audience****Topics/Message of Communication**

Staff professional development

School Leadership teams,
Teacher Coaches

Feedback from classroom observations, best practices and recommendations on effective teaching

Anticipated Timeframe**Frequency****Delivery Method**

06/17/2021 - 06/15/2022

Virtual/In-Person weekly to monthly checkins

Blog

Lead Person/Position

Principal

Communication Step**Audience****Topics/Message of Communication**

Intervention

Families and students, staff

-Classroom expectations for virtual learning -Best practices for curricular implementation -Social Emotional resources available

Anticipated Timeframe**Frequency****Delivery Method**

08/03/2021 - 06/15/2022

Weekly/Monthly

Email
Newsletter
Posting on district website

Lead Person/PositionPrincipal

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step

Topics of Message

Mode

Audience

Anticipated Timeline

