

Continuity of Education Plan

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Goal of Plan
KIPP has created a distance learning plan that has the goals of 1) keeping students and teachers connected, 2) building a corner of routine and normalcy, 3) supporting families with resources, 4) providing academic reinforcement, 5) infusing daily joy, and 6) Consider the provision of FAPE for students with disabilities and English learners.

Overview of Plan

On March 17th, we provided packets of work for students at each grade level. Parents were able to pick up packets from the school or access links to the work through our parent messaging system (ParentSquare).

Starting on Wednesday, April 1st, we sent home weekly grade specific resources to families that include a variety of activities, videos and assignments including the following:

- Enrichment projects and ideas
- Teacher specific morning meetings (K-6)
- Read Alouds
- ELA, Math, and/or Science Lessons
- Access to online platforms for math and independent reading

Students were provided with the following activities/assignments at the start of each week through a ParentSquare message with direct links. The frequency per week is noted in the chart.

Topic	K-2	3-6	7-10	11-12
Art and/or Music	4	4	2	2
PE and/or Yoga	4	4	2	2
Creative Project	2	2	2	
Morning Meeting	5	1		
Read Aloud	5	5		
Science Lesson			2	
Spanish			2	
Math Lesson	3	3	3	2
ELA Lesson	2	2	3	3
Access to online independent reading platform	Yes	Yes	Yes	Yes
Access to online independent math practice platform	Yes	Yes	Yes	
ACT/AP/College Support				+5

Starting April 27th, we will be adding the following:

- 2-3 zoom classes in math and reading
- Weekly check-in phone calls with a teacher
- Teacher feedback on student work submission through Seesaw or Google classroom daily

The purpose and frequency for each grade space is outlined in the chart below:

Platform	Purpose	k-2	3-4	5-6	7-8	9-10	11-12
Zoom Class (see below for details of a typical Zoom class call)	Connecti on, accounta bility, supporte d practice	2x/wk 35-50m. half class groups. (replaces video morning mtg)	2-3x/wk 35-50m	2x/wk ela; 1x/wk math (2 separate groups)	1x/wk/co course (4 courses – ela, math, sci, ss) (45-60m)	1x/wk/co course (4 courses – ela, math, sci, ss) (45-60m)	TBD
Teacher provides assignme nt Fdbk to student (google classroo m/see saw)	Accounta bility and assignme nt value, monitor understa nding and engagem ent	3-4/week. Commen ts only (voice)	3-4/wk (math teacher only 1/week)	3-4/wk (math teacher only 1/week)	1 assignme nt/course /wk (fdbk and prompt to fix)	1 assignme nt/course /wk (fdbk and prompt to fix)	1 assignme nt/course /wk (fdbk and prompt to fix)
Phone Call to family – answer questions , ensure access, push if not	Accounta bility, trouble shooting, connectio n	1x/wk	1x/wk	1x/wk	1x/wk	1x/wk	1/wk advisory 1/wk college

engaging, check in.							
Assignments Out (no change from current approach)	Grade appropriate, focused and fun material	7/week. Could add fun responses to mm or read aloud.	7/week. Could add fun responses to mm or read aloud.	7/week. Could add fun responses to mm or read aloud.	10/wk	10/wk + AP	10/wk + AP + college prep
NOTE: Primary Engagement Count (will monitor all engagement, this is our priority metric)	n/a	EPIC	EPIC	Light sail	Assignments submitted	Assignments submitted	Assignments submitted

Expectations for Teaching and Learning
<p>Teachers are expected to:</p> <ul style="list-style-type: none"> ● Run 2-3 live 35-60m Zoom classes/week

- Provide feedback on 3-4 assignments/week for self-contained teachers or 1 assignment/wk for single subject teachers
- Call families/students 1x/week
- Produce 2-5 assignments or lesson videos per week

Communication Tools and Strategies

KIPP has been providing daily updates through ParentSquare that include general resources (food, mental health, etc.) and materials for continuing education. Our teachers have also made efforts to contact each family through phone, text and email to check-in on their well-being and access to technology. Parents have been provided contact numbers for staff and optional office hours to reach out with any specific questions or concerns they may have. Starting on April 27th, teachers will be contacting families once a week to check-in on progress on distance learning and continue to build connections with students and family.

Access (Devices, Platforms, Handouts)

After surveying families to understand the need, we distributed over 550 chromebooks to families without access to a tablet or laptop. We have chosen programming that can be accessed via smartphone, if necessary. Parents can submit any questions or report issues with technology or accessing materials via a google form. These questions are answered by one of our operations team members through email, calls, or a quick online meeting.

Staff General Expectations

Wherever possible, staff are expected to maintain their job responsibilities from home. Expectations for hours worked vary depending on the specific role. Staff are expected to join weekly staff calls, read all emails, maintain contact with students and produce instructional content, where applicable.

Student Expectations

Currently, our plan is completely optional for students. We are highly encouraging students to complete the weekly assignment and completed lessons in the online programs.

Attendance / Accountability

Since our programming is optional, we are not taking attendance that would count for ADA. However, we are planning on tracking student engagement through the following ways:

- Online Programs - Student participation is tracked and monitored through Clever dashboards.
- Zoom/Google Class Calls - Student participation will be tracked in Dean's List
- Assignments - homework submission will be tracked in Dean's List
- Phone Calls -communication with families are logged in Dean's List

This monitoring is to help increase participation. Teachers and staff can follow up with families who are not submitting assignments or logging into our online programs. They can help problem solve any issues that could be limiting a student's ability to participate.

Good Faith Efforts for Access and Equity for All Students

KIPP has worked hard to ensure that all students have access to the learning materials provided. We have done this by ensuring students have access to technology distributing over 550 chromebooks to families and continuing to ship chromebooks directly to homes if a family needs a device. Our content has been designed to be accessible through a smart phone so if a student does not have a tablet/chromebook/computer or has to share with siblings, they can still see the content. Our student services team has worked closely with our academic team to design, modify and identify areas of support for students with IEPs, 504s plans or other known areas of concern.

Special Education Supports

KIPP believes that online learning environments can provide opportunities for individualized learning that is helpful to students with diverse learning needs. We are following these key strategies for students with IEPs/504 plans:

Key Strategies

- Consider the unique needs of each student related to their IEP goals and identify programming options via online learning environments that target those goals
- Support teachers in creating accessibility to online learning for **all** students by using varied ways of representation, engagement, and expression within a virtual environment.
- Guide families in supporting continual learning activities at home by offering easy to access supports that align to specially designed instruction in a student's IEP
- Design flexible methods for offering services in an IEP to provide continuation in service while recognizing that delivery method or duration may need to be adjusted by the IEP team
- Engage IEP teams in virtual meetings to complete evaluations, review IEPs and renew according to Federal and State timelines when possible

For our students who are experiencing homelessness, our social workers have continued to provide ongoing individual support to ensure they are connected to the resources they need.

EL Supports

KIPP Philadelphia Charter School (KPCS):

KPCS has one student receiving EL services in the 2019-20 school year. This student is receiving consultation support from their student support services team.

All Other Schools:

N/A, this school currently does not have any ELL students enrolled.

Gifted Education

N/A - as a charter school, KIPP is not required to provide Gifted Education.

Building/Grade Level Contacts

Tracy MacArthur, tmacarthur@kippphiladelphia.org

Resource Links

KIPP Philadelphia Public Schools is using the following resources and continuing to expand as we build out our distance learning plans:

- Clever: <https://clever.com/>
- Zearn: <https://www.zearn.org/>
- LightSail: <https://reader.lightsailed.com/>
- Agile Minds: <https://kippphiladelphia.agilemind.com/>
- Dream Box: <https://insight.dreambox.com/>
- Amplify: <https://apps.learning.amplify.com/>
- Khan Academy: <https://www.khanacademy.org/>
- USATestPrep: <https://www.usatestprep.com/Home>
- Read Naturally: <https://www.readnaturally.com/>
- Reading AtoZ: <https://www.raz-kids.com/>
- MobyMax: <https://www.mobymax.com/>
- KIPP Foundation Resources: [COVID-19 Resource Drive](#)