

KIPP PHILADELPHIA CS

2539 N. 16th Street

ATSI Title 1 Comprehensive Plan | 2021 - 2024

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

KIPP Philadelphia Public School (KPPS) students love coming to school. Each day, they are welcomed by committed teachers and staff who deliver engaging and culturally responsive instruction that prepares them for the next grade, and, ultimately, college and a career. Students are consistently affirmed in their identities, validated as whole humans, and intellectually challenged in their classes. Our students, families, and staff work together to build inclusive, joyous, and responsive school communities. When combined, the instruction, strong school communities, and approach to education will result in 100 percent of our alumni reporting that their experience at KPPS prepared them to embark on an academic or career path of their choosing upon high school graduation.

EDUCATIONAL VALUE STATEMENTS

STUDENTS

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

STAFF

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

ADMINISTRATION

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PARENTS

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environment, and their needs. Ownership: We are responsible for the outcomes of our children. We keep our commitments, meet challenges with solutions, and ask for help when we need it. Cultural Competence: We operate with self-awareness and seek to understand first. We show up as our authentic selves and make space for others to do the same, naming and disrupting inequity everywhere we go. Community: We are more powerful together. We actively build our relationships by communicating with candor, care, and respect.

COMMUNITY

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

STEERING COMMITTEE

Name	Position	Building/Group
Tracy MacArthur	MD of Operations	KIPP
Amanda Neill	MD of Student Services	KIPP
Ivana Gasiorowski	Principal	KPCS
Samantha Freeman	Director of Student Services	KPCS
Molly Eigen	CAO	KIPP
Michael MacArthur	Sr. Dir of Data & Assessment	KIPP
Erica Amachi	Teacher	KIPP
Danielle Ryals	Administrator	KIPP
Jessica Cunningham Akoto	CEO/Community	KIPP
Samantha Wilson Jones	Board/Buisness	KIPP
Gail Lewis	Board	KIPP
Amanda Keyes	Parent	KIPP
Swinn Crawford	Parent	KIPP

Name

Position

Building/Group

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ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
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.	English Language Arts
A continuum of academic research-based interventions 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.	Mathematics English Language Arts

ACTION PLAN AND STEPS

Evidence-based Strategy	
Align achievement assessments and data tools to implement and monitor student progress and programming	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
ELA & Math - Progress Monitor	ELA proficiency for students with disabilities will increase by 4.1% each year of the plan. Math proficiency for students with disabilities will increase by 4% each year of SIP plan

Goal Nickname	Measurable Goal Statement (Smart Goal)
ELA - Intervention	ELA proficiency for students with disabilities will increase by 4.1% each year of the plan.
Math - Intervention	Math proficiency for students with disabilities will increase by 4% each year of SIP plan

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Update analysis tool to evaluate IEPs to ensure that IEP goals and programming respond to all needs identified in evaluation reports	2021-07-01 - 2022-08-01	Amanda Neill / Managing Director of Student Supports	Data team support in tool adjustment, regional Special Education team
Train Special Education leaders and teachers on implementation of revised IEP analysis tool	2021-07-19 - 2022-08-01	Amanda Neill/Regional Managing Director of Student Supports	Data team support in data analysis, regional Special Education team, school-based scheduling supports
Adjust recommended programming thresholds for students with IEPs that align to achievement and progress monitoring data	2021-06-28 - 2022-08-01	Amanda Neill/Regional Managing Director of Student Supports	Data team support in data analysis, regional Special Education team, school-based scheduling supports
Revamp model for periodic progress monitoring meetings to make recommendations for adjustments to	2021-06-01 - 2022-08-01	Amanda Neill/Regional	Data team support in data analysis, regional Special Education team,

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
programming for students based on IEP services and data		Managing Director of Student Supports	school-based scheduling supports
Increase the evidence-based progress monitoring tools utilized by special education teams to monitor progress towards IEP goals	2021-09-01 - 2022-08-01	Amanda Neill/Regional Managing Director of Student Supports	Data team support in data analysis, regional Special Education team, school-based teams
Revamp progress monitoring data analysis tool to monitor data collection timelines	-	Amanda Neill/Regional Managing Director of Student Supports	Data team tool design and updates, regional Special Education team, school-based team meetings to analyze results

Anticipated Outcome

IEP Rubric, Programming Threshold Document, Progress Monitoring Analysis tool, Progress Monitoring Meeting Model, and aligned professional development to support above

Monitoring/Evaluation

Monthly observation and data analysis by regional Special Education team to determine if the tools associated with this Action Plan have been implemented



Evidence-based Strategy

Develop a continuum of academic research-based interventions in ELA and math.

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

ELA & Math - Progress Monitor

ELA proficiency for students with disabilities will increase by 4.1% each year of the plan. Math proficiency for students with disabilities will increase by 4% each year of SIP plan

ELA - Intervention

ELA proficiency for students with disabilities will increase by 4.1% each year of the plan.

Math - Intervention

Math proficiency for students with disabilities will increase by 4% each year of SIP plan

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

Implement research-based interventions in ELA consistent with the needs of students based on IEP goals, data analysis, and recommendations in evaluation reports

2021-09-06 -
2022-06-17

Amanda Neill/Regional Managing Director of Student Supports

regional Special Education team, consultation with curricular specialists in special education field, collaboration with regional Academic Director of Literacy, ELA intervention curricula

Implement research-based interventions in Math consistent with the needs of students based on IEP goals, data analysis, and recommendations in

2021-09-06 -
2022-06-17

Amanda Neill/Regional Managing

regional Special Education team, consultation with curricular specialists in special education field, collaboration with regional Academic

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
evaluation reports		Director of Student Supports	Director of Mathematics, Math intervention curricula
Train teachers on the implementation of research-based ELA and Math interventions to respond to student IEP goal needs	2021-08-02 - 2022-02-01	Amanda Neill/Regional Managing Director of Student Supports	regional Special Education team, consultation with curricular specialists in special education field, collaboration with regional Academic Director of Mathematics, Math intervention curricula

Anticipated Outcome

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

Monitoring/Evaluation

Teacher observations, data analysis of student growth over time against IEP goals, PD surveys

Evidence-based Strategy

Provide co-teachers in Kindergarten and 1st grade and additional teachers to support grades 3-8, both General Education and Special Education

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

ELA & Math - Progress Monitor

ELA proficiency for students with disabilities will increase by 4.1% each year of the plan. Math proficiency for students with disabilities will increase by 4% each year of SIP plan

ELA - Intervention

ELA proficiency for students with disabilities will increase by 4.1% each year of the plan.

Math - Intervention

Math proficiency for students with disabilities will increase by 4% each year of SIP plan

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

Provide co-teachers in Kindergarten and 1st grade

2021-08-01 -
2022-06-30

School
Principal

Salary for co-teacher

Provide extra math and reading teachers at the secondary level to provide extended reading and math blocks

2021-08-01 -
2022-06-30

School
Principal

Salaries for math and reading teachers

Provide teacher coaching to improve implementation curriculum and interventions

2021-08-01 -
2022-06-30

School
Principal

Teacher coach salary, intervention materials

Anticipated Outcome

Decreased student:teacher ratio, professional development, increased curricular resources, additional supports and programming for students across the continua of learning in ELA and Math

Monitoring/Evaluation

Teacher observations, data analysis of student growth over time PD surveys



PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
ELA proficiency for students with disabilities will increase by 4.1% each year of the plan. Math proficiency for students with disabilities will increase by 4% each year of SIP plan (ELA & Math - Progress Monitor)	Align achievement assessments and data tools to implement and monitor student progress and programming	Update analysis tool to evaluate IEPs to ensure that IEP goals and programming respond to all needs identified in evaluation reports	07/01/2021 - 08/01/2022
ELA proficiency for students with disabilities will increase by 4.1% each year of the plan. (ELA - Intervention)			
Math proficiency for students with disabilities will increase by 4% each year of SIP plan (Math - Intervention)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>ELA proficiency for students with disabilities will increase by 4.1% each year of the plan. Math proficiency for students with disabilities will increase by 4% each year of SIP plan (ELA & Math - Progress Monitor)</p>	<p>Align achievement assessments and data tools to implement and monitor student progress and programming</p>	<p>Train Special Education leaders and teachers on implementation of revised IEP analysis tool</p>	<p>07/19/2021 - 08/01/2022</p>
<p>ELA proficiency for students with disabilities will increase by 4.1% each year of the plan. (ELA - Intervention)</p>			
<p>Math proficiency for students with disabilities will increase by 4% each year of SIP plan (Math - Intervention)</p>			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>ELA proficiency for students with disabilities will increase by 4.1% each year of the plan. (ELA - Intervention)</p>	<p>Align achievement assessments and data tools to implement</p>	<p>Adjust recommended programming thresholds for students with IEPs that align to achievement and progress monitoring data</p>	<p>06/28/2021 - 08/01/2022</p>
<p>ELA proficiency for students with disabilities will increase by 4.1% each year of the plan. Math proficiency for students with disabilities will increase by 4% each year of SIP plan (ELA & Math - Progress Monitor)</p>	<p>and monitor student progress and programming</p>	<p>and monitor student progress monitoring data</p>	
<p>Math proficiency for students with disabilities will increase by 4% each year of SIP plan (Math - Intervention)</p>			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
ELA proficiency for students with disabilities will increase by 4.1% each year of the plan. Math proficiency for students with disabilities will increase by 4% each year of SIP plan (ELA & Math - Progress Monitor)	Align achievement assessments and data tools to implement and monitor student progress and programming	Revamp model for periodic progress monitoring meetings to make recommendations for adjustments to programming for students based on IEP services and data	06/01/2021 - 08/01/2022
ELA proficiency for students with disabilities will increase by 4.1% each year of the plan. (ELA - Intervention)			
Math proficiency for students with disabilities will increase by 4% each year of SIP plan (Math - Intervention)			

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<p>ELA proficiency for students with disabilities will increase by 4.1% each year of the plan. Math proficiency for students with disabilities will increase by 4% each year of SIP plan (ELA & Math - Progress Monitor)</p>	<p>Align achievement assessments and data tools to implement and monitor student progress and programming</p>	<p>Increase the evidence-based progress monitoring tools utilized by special education teams to monitor progress towards IEP goals</p>	<p>09/01/2021 - 08/01/2022</p>
<p>ELA proficiency for students with disabilities will increase by 4.1% each year of the plan. (ELA - Intervention)</p>			
<p>Math proficiency for students with disabilities will increase by 4% each year of SIP plan (Math - Intervention)</p>			

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Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
ELA proficiency for students with disabilities will increase by 4.1% each year of the plan. Math proficiency for students with disabilities will increase by 4% each year of SIP plan (ELA & Math - Progress Monitor)	Align	Revamp progress monitoring data analysis tool to monitor data collection	01/01/0001 - 01/01/0001
ELA proficiency for students with disabilities will increase by 4.1% each year of the plan. (ELA - Intervention)	achievement assessments and data tools to implement	and monitor student progress and programming	
Math proficiency for students with disabilities will increase by 4% each year of SIP plan (Math - Intervention)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>ELA proficiency for students with disabilities will increase by 4.1% each year of the plan. Math proficiency for students with disabilities will increase by 4% each year of SIP plan (ELA & Math - Progress Monitor)</p>	<p>Develop a continuum of academic research-based interventions in ELA and math.</p>	<p>Implement research-based ELA consistent with the needs of students based on IEP goals, data analysis, and recommendations in evaluation reports</p>	<p>09/06/2021 - 06/17/2022</p>
<p>ELA proficiency for students with disabilities will increase by 4.1% each year of the plan. (ELA - Intervention)</p>			
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Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>ELA proficiency for students with disabilities will increase by 4.1% each year of the plan. Math proficiency for students with disabilities will increase by 4% each year of SIP plan (ELA & Math - Progress Monitor)</p>	<p>Develop a continuum of academic research-based interventions in ELA and math.</p>	<p>Implement research-based Math consistent with the needs of students based on IEP goals, data analysis, and recommendations in evaluation reports</p>	<p>09/06/2021 - 06/17/2022</p>
<p>ELA proficiency for students with disabilities will increase by 4.1% each year of the plan. (ELA - Intervention)</p>			
<p>Math proficiency for students with disabilities will increase by 4% each year of SIP plan (Math - Intervention)</p>			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>ELA proficiency for students with disabilities will increase by 4.1% each year of the plan. Math proficiency for students with disabilities will increase by 4% each year of SIP plan (ELA & Math - Progress Monitor)</p>	<p>Develop a continuum of academic research-based interventions in ELA and math.</p>	<p>Train teachers on the implementation of research-based ELA and Math interventions to respond to student IEP goal needs</p>	<p>08/02/2021 - 02/01/2022</p>
<p>ELA proficiency for students with disabilities will increase by 4.1% each year of the plan. (ELA - Intervention)</p>			
<p>Math proficiency for students with disabilities will increase by 4% each year of SIP plan (Math - Intervention)</p>			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>ELA proficiency for students with disabilities will increase by 4.1% each year of the plan. Math proficiency for students with disabilities will increase by 4% each year of SIP plan (ELA & Math - Progress Monitor)</p>	<p>Provide co-teachers in Kindergarten and 1st grade and additional teachers to support grades 3-8, both General Education and Special Education</p>	<p>Provide co-teachers in Kindergarten and 1st grade</p>	<p>08/01/2021 - 06/30/2022</p>
<p>ELA proficiency for students with disabilities will increase by 4.1% each year of the plan. (ELA - Intervention)</p>			
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<p>ELA proficiency for students with disabilities will increase by 4.1% each year of the plan. Math proficiency for students with disabilities will increase by 4% each year of SIP plan (ELA & Math - Progress Monitor)</p>	<p>Provide co-teachers in Kindergarten and 1st grade and additional teachers to support grades 3-8, both General Education and Special Education</p>	<p>Provide extra math and reading teachers at the secondary level to provide extended reading and math blocks</p>	<p>08/01/2021 - 06/30/2022</p>
<p>ELA proficiency for students with disabilities will increase by 4.1% each year of the plan. (ELA - Intervention)</p>			
<p>Math proficiency for students with disabilities will increase by 4% each year of SIP plan (Math - Intervention)</p>			

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<p>ELA proficiency for students with disabilities will increase by 4.1% each year of the plan. Math proficiency for students with disabilities will increase by 4% each year of SIP plan (ELA & Math - Progress Monitor)</p>	<p>Provide co-teachers in Kindergarten and 1st grade and additional teachers to support grades 3-8, both General Education and Special Education</p>	<p>Provide teacher coaching to improve implementation curriculum and interventions</p>	<p>08/01/2021 - 06/30/2022</p>
<p>ELA proficiency for students with disabilities will increase by 4.1% each year of the plan. (ELA - Intervention)</p>			
<p>Math proficiency for students with disabilities will increase by 4% each year of SIP plan (Math - Intervention)</p>			

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

2021-06-09

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

Chief School Administrator

Ivana Gasiorowski

2021-06-16

School Improvement Facilitator Signature

Mr Chad Evans

2022-04-17

Building Principal Signature

Ivana Gasiorowski

2021-06-16

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

N/A

Students with disabilities met the growth standard in English Language Arts and Mathematics (18-19 PSSA Data)

Students with disabilities met the performance standard for regular attendance. (17-18 attendance data)

For the past 3 school years the percent of students with Individual Education Plans hitting typical growth as measured by MAP has increased from 46% in 17-18 to 50% in 18-19 and 53% in 19-20. This is evidence that the strategies put into place to support student learning for this subgroup are having the intended positive effect on learning. If we expand the use of these strategies we should be able to increase achievement over time.

The strategies that are associated with this growth include increasing quality of reading intervention programs such as Wilson Reading System, Fountas and Pinnell Leveled Literacy Intervention, and guided reading.

For the past two school years the percent of students with Individual Education Plans hitting typical growth as measured by MAP has increased from 39% in 18-19 and 47% in 19-20. This is

Challenges

Data driven instruction for students with disabilities

A continuum of academic research-based interventions

Students with disabilities did not meet the interim improvement target in English Language Arts. (18-19 PSSA Data)

Students with disabilities did not meet the interim improvement target in Mathematics. (18-19 PSSA Data)

For the past 3 school years the percent of students projected to be proficient on the PSSA as measured by MAP during the winter administration has not significantly increased for the whole student group (17-18: 40%, 18-19: 36%, 19-20: 36%) or the Special education subgroup (17-18: 14%, 18-19: 11%, 19-20: 13%). This is an indication that the growth students are experiencing, has not yet resulted in students moving across the performance level threshold.

In order to increase achievement in ELA we piloted a new english language arts curricula called Success Academies Novel study in the 18-19 school year and expanded it to 5th to 6th grade in 19.20. The new curriculum was selected because it provided more explicit instruction in literacy standards. Early results in pilot grade

Strengths

evidence that the strategies put into place to support student learning for this subgroup are having the intended positive effect on learning. If we expand the use of these strategies we should be able to increase achievement over time.

One of the strategies that contributed to the increase of growth for students was the expansion of a blended learning curriculum called Zearn in grades K-5. In the 19.20 school year KPCS also partners with Zearn to pilot their new 6th grade material. Zearn's ability to adapt to a learner's needs likely helped students at all starting points to meet growth goals.

In 3rd and 4th grades students are spending more time reading, discussing, and writing about non-fiction texts. This increased emphasis on nonfiction texts has contributed to higher mastery in science.

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

Challenges

levels indicate that full scale implementation in grades 3-8 will increase achievement. In 19-20 KPCS also executed professional development focused on implementing close reading strategies in 3rd through 8th grades. This professional development should support teachers in helping students dissect more complex texts.

Similarly the percent of students in grades Kindergarten through grade 2 who are reading at benchmark has not increased over time between these same school years. Early elementary students' success on STEP is essential to future higher levels of PSSA achievement for students in all subgroups. In response to this data KPCS executed professional development for all K-2 teachers focused on guided reading strategies. Over time this focus should result in more students hitting reading benchmarks.

Our school was 100% virtual from March 2020 to March 2021. Only 50% of our K-6 students returned in March 2021. We know that all students, but especially our students with IEPs, have struggled to learn remotely. This is reflected in the Winter 2021 Map results.

For the past 3 school years the percent of students projected to be proficient on the PSSA as measured by MAP during the winter administration has not significantly increased for the whole

Strengths

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.

We've implemented intensive leadership development for principals, assistant principals and teacher leaders to build skill, mindset and best practices. Our leaders have the mindset that they need to continue to grow and learn. If we leverage leadership training to focus even more directly on teacher development, we'll likely see teacher professional development structures be more effective.

N/A

N/A

Challenges

student group (17-18: 15%, 18-19 13%, 19-20 13%) or the Special education subgroup (17-18: 4%, 18-19 5%, 19-20 4%). This is an indication that the growth students are experiencing, has not yet resulted in students moving across the performance level threshold.

KPCS has and is continuing to provide teachers with professional development focused on Eureka Module and Lesson internalization, in order to increase content knowledge and pedagogical proficiency.

Our school was 100% virtual from March 2020 to March 2021. Only 50% of our K-6 students returned in March 2021. We know that all students, but especially our students with IEPs, have struggled to learn remotely. This is reflected in the Winter 2021 Map results.

In 8th grade, Pearson Interactive Science was adopted in 18-19. The curriculum was selected due to its emphasis on literacy, cultural responsiveness, and emphasis on the process of science which is heavily emphasized in the PA science standards. Continuing to increase quality of adoption of this curriculum will likely increase achievement over time.

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

Strengths

Challenges

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.

If we improve teacher professional development, our teachers will increase student achievement more rapidly.

N/A

N/A

N/A

Most Notable Observations/Patterns

n/a

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

Data driven instruction for students with disabilities

A continuum of academic research-based interventions

ADDENDUM B: ACTION PLAN

Action Plan: Align achievement assessments and data tools to implement and monitor student progress and programming

Action Steps	Anticipated Start/Completion Date	
Update analysis tool to evaluate IEPs to ensure that IEP goals and programming respond to all needs identified in evaluation reports	07/01/2021 - 08/01/2022	
Monitoring/Evaluation	Anticipated Output	
Monthly observation and data analysis by regional Special Education team to determine if the tools associated with this Action Plan have been implemented	IEP Rubric, Programming Threshold Document, Progress Monitoring Analysis tool, Progress Monitoring Meeting Model, and aligned professional development to support above	
Material/Resources/Supports Needed	PD Step	Comm Step
Data team support in tool adjustment, regional Special Education team	yes	yes

Action Steps**Anticipated Start/Completion Date**

Train Special Education leaders and teachers on implementation of revised IEP analysis tool

07/19/2021 - 08/01/2022

Monitoring/Evaluation**Anticipated Output**

Monthly observation and data analysis by regional Special Education team to determine if the tools associated with this Action Plan have been implemented

IEP Rubric, Programming Threshold Document, Progress Monitoring Analysis tool, Progress Monitoring Meeting Model, and aligned professional development to support above

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

Data team support in data analysis, regional Special Education team, school-based scheduling supports

yes

yes



Action Steps**Anticipated Start/Completion Date**

Adjust recommended programming thresholds for students with IEPs that align to achievement and progress monitoring data

06/28/2021 - 08/01/2022

Monitoring/Evaluation**Anticipated Output**

Monthly observation and data analysis by regional Special Education team to determine if the tools associated with this Action Plan have been implemented

IEP Rubric, Programming Threshold Document, Progress Monitoring Analysis tool, Progress Monitoring Meeting Model, and aligned professional development to support above

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

Data team support in data analysis, regional Special Education team, school-based scheduling supports

yes

yes



Action Steps**Anticipated Start/Completion Date**

Revamp model for periodic progress monitoring meetings to make recommendations for adjustments to programming for students based on IEP services and data

06/01/2021 - 08/01/2022

Monitoring/Evaluation**Anticipated Output**

Monthly observation and data analysis by regional Special Education team to determine if the tools associated with this Action Plan have been implemented

IEP Rubric, Programming Threshold Document, Progress Monitoring Analysis tool, Progress Monitoring Meeting Model, and aligned professional development to support above

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

Data team support in data analysis, regional Special Education team, school-based scheduling supports

yes

yes



Action Steps**Anticipated Start/Completion Date**

Increase the evidence-based progress monitoring tools utilized by special education teams to monitor progress towards IEP goals

09/01/2021 - 08/01/2022

Monitoring/Evaluation**Anticipated Output**

Monthly observation and data analysis by regional Special Education team to determine if the tools associated with this Action Plan have been implemented

IEP Rubric, Programming Threshold Document, Progress Monitoring Analysis tool, Progress Monitoring Meeting Model, and aligned professional development to support above

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

Data team support in data analysis, regional Special Education team, school-based teams

yes

yes



Action Steps**Anticipated Start/Completion Date**

Revamp progress monitoring data analysis tool to monitor data collection timelines

01/01/0001 - 01/01/0001

Monitoring/Evaluation**Anticipated Output**

Monthly observation and data analysis by regional Special Education team to determine if the tools associated with this Action Plan have been implemented

IEP Rubric, Programming Threshold Document, Progress Monitoring Analysis tool, Progress Monitoring Meeting Model, and aligned professional development to support above

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

Data team tool design and updates, regional Special Education team, school-based team meetings to analyze results

yes

yes

Action Plan: Develop a continuum of academic research-based interventions in ELA and math.

Action Steps**Anticipated Start/Completion Date**

Implement research-based interventions in ELA consistent with the needs of students based on IEP goals, data analysis, and recommendations in evaluation reports

09/06/2021 - 06/17/2022

Monitoring/Evaluation**Anticipated Output**

Teacher observations, data analysis of student growth over time against IEP goals, PD surveys

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**

regional Special Education team, consultation with curricular specialists in special education field, collaboration with regional Academic Director of Literacy, ELA intervention curricula

yes yes



Action Steps**Anticipated Start/Completion Date**

Implement research-based interventions in Math consistent with the needs of students based on IEP goals, data analysis, and recommendations in evaluation reports

09/06/2021 - 06/17/2022

Monitoring/Evaluation**Anticipated Output**

Teacher observations, data analysis of student growth over time against IEP goals, PD surveys

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**

regional Special Education team, consultation with curricular specialists in special education field, collaboration with regional Academic Director of Mathematics, Math intervention curricula

yes yes

Action Steps**Anticipated Start/Completion Date**

Train teachers on the implementation of research-based ELA and Math interventions to respond to student IEP goal needs

08/02/2021 - 02/01/2022

Monitoring/Evaluation**Anticipated Output**

Teacher observations, data analysis of student growth over time against IEP goals, PD surveys

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**

regional Special Education team, consultation with curricular specialists in special education field, collaboration with regional Academic Director of Mathematics, Math intervention curricula

yes yes

Action Plan: Provide co-teachers in Kindergarten and 1st grade and additional teachers to support grades 3-8, both General Education and Special Education

Action Steps**Anticipated Start/Completion Date**

Provide co-teachers in Kindergarten and 1st grade

08/01/2021 - 06/30/2022

Monitoring/Evaluation**Anticipated Output**

Teacher observations, data analysis of student growth over time PD surveys

Decreased student:teacher ratio, 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**

Salary for co-teacher

yes

yes



Action Steps**Anticipated Start/Completion Date**

Provide extra math and reading teachers at the secondary level to provide extended reading and math blocks

08/01/2021 - 06/30/2022

Monitoring/Evaluation**Anticipated Output**

Teacher observations, data analysis of student growth over time PD surveys

Decreased student:teacher ratio, 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**

Salaries for math and reading teachers

yes

yes



Action Steps**Anticipated Start/Completion Date**

Provide teacher coaching to improve implementation curriculum and interventions

08/01/2021 - 06/30/2022

Monitoring/Evaluation**Anticipated Output**

Teacher observations, data analysis of student growth over time PD surveys

Decreased student:teacher ratio, 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**

Teacher coach salary, intervention materials

yes

yes



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>ELA proficiency for students with disabilities will increase by 4.1% each year of the plan. Math proficiency for students with disabilities will increase by 4% each year of SIP plan (ELA & Math - Progress Monitor)</p>	<p>Align achievement assessments and data tools to implement and monitor student progress and programming</p>	<p>Update analysis tool to evaluate IEPs to ensure that IEP goals and programming respond to all needs identified in evaluation reports</p>	<p>07/01/2021 - 08/01/2022</p>
<p>ELA proficiency for students with disabilities will increase by 4.1% each year of the plan. (ELA - Intervention)</p>			
<p>Math proficiency for students with disabilities will increase by 4% each year of SIP plan (Math - Intervention)</p>			
<p>ELA proficiency for students with disabilities will increase by 4.1% each year of the plan. Math proficiency for students with disabilities will increase by 4% each year of SIP plan (ELA & Math - Progress Monitor)</p>	<p>Align achievement assessments and data tools to implement and monitor student progress and programming</p>	<p>Train Special Education leaders and teachers on implementation of revised IEP analysis tool</p>	<p>07/19/2021 - 08/01/2022</p>
<p>ELA proficiency for students with disabilities will increase by 4.1% each year of the plan. (ELA - Intervention)</p>			
<p>Math proficiency for students with disabilities will increase by 4% each year of SIP plan (Math - Intervention)</p>			

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>ELA proficiency for students with disabilities will increase by 4.1% each year of the plan. Math proficiency for students with disabilities will increase by 4% each year of SIP plan (ELA & Math - Progress Monitor)</p>	<p>Align achievement assessments and data tools to implement and monitor student progress and programming</p>	<p>Adjust recommended programming thresholds for students with IEPs that align to achievement and progress monitoring data</p>	<p>06/28/2021 - 08/01/2022</p>
<p>ELA proficiency for students with disabilities will increase by 4.1% each year of the plan. (ELA - Intervention)</p>	<p>Align achievement assessments and data tools to implement and monitor student progress and programming</p>	<p>Adjust recommended programming thresholds for students with IEPs that align to achievement and progress monitoring data</p>	<p>06/28/2021 - 08/01/2022</p>
<p>Math proficiency for students with disabilities will increase by 4% each year of SIP plan (Math - Intervention)</p>	<p>Align achievement assessments and data tools to implement and monitor student progress and programming</p>	<p>Adjust recommended programming thresholds for students with IEPs that align to achievement and progress monitoring data</p>	<p>06/28/2021 - 08/01/2022</p>
<p>ELA proficiency for students with disabilities will increase by 4.1% each year of the plan. Math proficiency for students with disabilities will increase by 4% each year of SIP plan (ELA & Math - Progress Monitor)</p>	<p>Align achievement assessments and data tools to implement and monitor student progress and programming</p>	<p>Revamp model for periodic progress monitoring meetings to make recommendations for adjustments to programming for students based on IEP services and data</p>	<p>06/01/2021 - 08/01/2022</p>
<p>ELA proficiency for students with disabilities will increase by 4.1% each year of the plan. (ELA - Intervention)</p>	<p>Align achievement assessments and data tools to implement and monitor student progress and programming</p>	<p>Revamp model for periodic progress monitoring meetings to make recommendations for adjustments to programming for students based on IEP services and data</p>	<p>06/01/2021 - 08/01/2022</p>
<p>Math proficiency for students with disabilities will increase by 4% each year of SIP plan (Math - Intervention)</p>	<p>Align achievement assessments and data tools to implement and monitor student progress and programming</p>	<p>Revamp model for periodic progress monitoring meetings to make recommendations for adjustments to programming for students based on IEP services and data</p>	<p>06/01/2021 - 08/01/2022</p>
<p>ELA proficiency for students with disabilities will increase by 4.1% each year of the plan. Math proficiency for students with disabilities will increase by 4% each year of SIP plan (ELA & Math - Progress Monitor)</p>	<p>Align achievement assessments</p>	<p>Increase the evidence-based progress</p>	<p>09/01/2021 - 08/01/2022</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>ELA proficiency for students with disabilities will increase by 4.1% each year of the plan. (ELA - Intervention)</p>	<p>and data tools to implement</p>	<p>monitoring tools utilized by special education teams</p>	
<p>Math proficiency for students with disabilities will increase by 4% each year of SIP plan (Math - Intervention)</p>	<p>and monitor student progress and programming</p>	<p>to monitor progress towards IEP goals</p>	
<p>ELA proficiency for students with disabilities will increase by 4.1% each year of the plan. Math proficiency for students with disabilities will increase by 4% each year of SIP plan (ELA & Math - Progress Monitor)</p>	<p>Align achievement assessments and data tools to implement and monitor student progress and programming</p>	<p>Revamp progress monitoring data analysis tool to monitor data collection timelines</p>	<p>01/01/0001 - 01/01/0001</p>
<p>ELA proficiency for students with disabilities will increase by 4.1% each year of the plan. (ELA - Intervention)</p>			
<p>Math proficiency for students with disabilities will increase by 4% each year of SIP plan (Math - Intervention)</p>			
<p>ELA proficiency for students with disabilities will increase by 4.1% each year of the plan. Math proficiency for students with disabilities will increase by 4% each year of SIP plan (ELA & Math - Progress Monitor)</p>	<p>Develop a continuum of academic research-based interventions in ELA and</p>	<p>Implement research-based ELA consistent with the needs of students based on IEP goals, data</p>	<p>09/06/2021 - 06/17/2022</p>
<p>ELA proficiency for students with disabilities will increase by 4.1% each year of the plan. (ELA - Intervention)</p>			
<p>Math proficiency for students with disabilities will increase by 4% each year of SIP plan</p>			

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
(Math - Intervention)	math.	analysis, and recommendations in evaluation reports	
<p>ELA proficiency for students with disabilities will increase by 4.1% each year of the plan. Math proficiency for students with disabilities will increase by 4% each year of SIP plan (ELA & Math - Progress Monitor)</p> <p>ELA proficiency for students with disabilities will increase by 4.1% each year of the plan. (ELA - Intervention)</p> <p>Math proficiency for students with disabilities will increase by 4% each year of SIP plan (Math - Intervention)</p>	Develop a continuum of academic research-based interventions in ELA and math.	Implement research-based Math consistent with the needs of students based on IEP goals, data analysis, and recommendations in evaluation reports	09/06/2021 - 06/17/2022
<p>ELA proficiency for students with disabilities will increase by 4.1% each year of the plan. Math proficiency for students with disabilities will increase by 4% each year of SIP plan (ELA & Math - Progress Monitor)</p> <p>ELA proficiency for students with disabilities will increase by 4.1% each year of the plan. (ELA - Intervention)</p> <p>Math proficiency for students with disabilities will increase by 4% each year of SIP plan (Math - Intervention)</p>	Develop a continuum of academic research-based interventions in ELA and math.	Train teachers on the implementation of research-based ELA and Math interventions to respond to student IEP goal needs	08/02/2021 - 02/01/2022

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>ELA proficiency for students with disabilities will increase by 4.1% each year of the plan. Math proficiency for students with disabilities will increase by 4% each year of SIP plan (ELA & Math - Progress Monitor)</p> <p>ELA proficiency for students with disabilities will increase by 4.1% each year of the plan. (ELA - Intervention)</p> <p>Math proficiency for students with disabilities will increase by 4% each year of SIP plan (Math - Intervention)</p>	<p>Provide co-teachers in Kindergarten and 1st grade and additional teachers to support grades 3-8, both General Education and Special Education</p>	<p>Provide co-teachers in Kindergarten and 1st grade</p>	<p>08/01/2021 - 06/30/2022</p>
<p>ELA proficiency for students with disabilities will increase by 4.1% each year of the plan. Math proficiency for students with disabilities will increase by 4% each year of SIP plan (ELA & Math - Progress Monitor)</p> <p>ELA proficiency for students with disabilities will increase by 4.1% each year of the plan. (ELA - Intervention)</p> <p>Math proficiency for students with disabilities will increase by 4% each year of SIP plan (Math - Intervention)</p>	<p>Provide co-teachers in Kindergarten and 1st grade and additional teachers to support grades 3-8, both General Education</p>	<p>Provide extra math and reading teachers at the secondary level to provide extended reading and math blocks</p>	<p>08/01/2021 - 06/30/2022</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>ELA proficiency for students with disabilities will increase by 4.1% each year of the plan. (ELA - Intervention)</p>	<p>and Special Education</p>	<p>Provide teacher coaching to</p>	<p>08/01/2021 -</p>
<p>ELA proficiency for students with disabilities will increase by 4.1% each year of the plan. Math proficiency for students with disabilities will increase by 4% each year of SIP plan (ELA & Math - Progress Monitor)</p>	<p>Kindergarten and 1st grade and additional</p>	<p>improve implementation curriculum and interventions</p>	<p>06/30/2022</p>
<p>Math proficiency for students with disabilities will increase by 4% each year of SIP plan (Math - Intervention)</p>	<p>teachers to support grades 3-8, both General Education and Special Education</p>		

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Data Analysis for students with IEPs	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	07/01/2021 - 06/30/2021	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

Professional Development Step	Audience	Topics of Prof. Dev
Research-Based Intervention Curricula Trainings	Special Education teachers, Special Education leaders, regional Directors of Literacy and Math, regional Special Education team	Best practices for curricular implementation Data collection tools associated with the curriculum Supplemental resources available to use with the curricula

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teachers are using the research-based curricula with fidelity as observed by teacher observations led by the Special Education leader with support by the regional Special Education team	08/02/2021 - 06/30/2022	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

Professional Development Step	Audience	Topics of Prof. Dev
IEP Writing: Using Evaluation Reports to inform IEP Goals & Services	Special Education leaders, Special Education teachers, Psychology contractors, regional Special Education team	Understanding the data within an Evaluation/Re-Evaluation Report Internalizing Evaluation Report Data for an IEP Writing a summary of performance that aligns to evaluation report findings Designing IEP goals that respond to present levels of academic and functional performance indicated in an evaluation report

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
IEP goal alignment, performance on the IEP writing rubric, growth on IEP goals relevant to predicted growth	07/01/2021 - 06/30/2022	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
<p>ELA proficiency for students with disabilities will increase by 4.1% each year of the plan. Math proficiency for students with disabilities will increase by 4% each year of SIP plan (ELA & Math - Progress Monitor)</p> <p>ELA proficiency for students with disabilities will increase by 4.1% each year of the plan. (ELA - Intervention)</p> <p>Math proficiency for students with disabilities will increase by 4% each year of SIP plan (Math - Intervention)</p>	Align achievement assessments and data tools to implement and monitor student progress and programming	Update analysis tool to evaluate IEPs to ensure that IEP goals and programming respond to all needs identified in evaluation reports	2021-07-01 - 2022-08-01
<p>ELA proficiency for students with disabilities will increase by 4.1% each year of the plan. Math proficiency for students with disabilities will increase by 4% each year of SIP plan (ELA & Math - Progress Monitor)</p> <p>ELA proficiency for students with disabilities will increase by 4.1% each year of the plan. (ELA - Intervention)</p> <p>Math proficiency for students with disabilities will increase by 4% each year of SIP plan (Math - Intervention)</p>	Align achievement assessments and data tools to implement and monitor student progress and programming	Train Special Education leaders and teachers on implementation of revised IEP analysis tool	2021-07-19 - 2022-08-01

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>ELA proficiency for students with disabilities will increase by 4.1% each year of the plan.</p> <p>Math proficiency for students with disabilities will increase by 4% each year of SIP plan (ELA & Math - Progress Monitor)</p>	<p>Align achievement assessments and data tools to implement and monitor student progress and programming</p>	<p>Adjust recommended programming thresholds for students with IEPs that align to achievement and progress monitoring data</p>	<p>2021-06-28 - 2022-08-01</p>
<p>ELA proficiency for students with disabilities will increase by 4.1% each year of the plan. (ELA - Intervention)</p> <p>Math proficiency for students with disabilities will increase by 4% each year of SIP plan (Math - Intervention)</p>	<p>Align achievement assessments and data tools to implement and monitor student progress and programming</p>	<p>Revamp model for periodic progress monitoring meetings to make recommendations for adjustments to programming for students based on IEP services and data</p>	<p>2021-06-01 - 2022-08-01</p>
<p>ELA proficiency for students with disabilities will increase by 4.1% each year of the plan.</p> <p>Math proficiency for students with disabilities will increase by 4% each year of SIP plan (ELA & Math - Progress Monitor)</p>	<p>Align achievement assessments</p>	<p>Increase the evidence-based progress</p>	<p>2021-09-01 - 2022-08-01</p>

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>ELA proficiency for students with disabilities will increase by 4.1% each year of the plan. (ELA - Intervention)</p> <p>Math proficiency for students with disabilities will increase by 4% each year of SIP plan (Math - Intervention)</p>	<p>and data tools to implement and monitor student progress and programming</p>	<p>monitoring tools utilized by special education teams to monitor progress towards IEP goals</p>	
<p>ELA proficiency for students with disabilities will increase by 4.1% each year of the plan. Math proficiency for students with disabilities will increase by 4% each year of SIP plan (ELA & Math - Progress Monitor)</p> <p>ELA proficiency for students with disabilities will increase by 4.1% each year of the plan. (ELA - Intervention)</p> <p>Math proficiency for students with disabilities will increase by 4% each year of SIP plan (Math - Intervention)</p>	<p>Align achievement assessments and data tools to implement and monitor student progress and programming</p>	<p>Revamp progress monitoring data analysis tool to monitor data collection timelines</p>	<p>-</p>
<p>ELA proficiency for students with disabilities will increase by 4.1% each year of the plan. Math proficiency for students with disabilities will increase by 4% each year of SIP plan (ELA & Math - Progress Monitor)</p> <p>ELA proficiency for students with disabilities will increase by 4.1% each year of the plan. (ELA - Intervention)</p> <p>Math proficiency for students with disabilities will increase by 4% each year of SIP plan</p>	<p>Develop a continuum of academic research- based interventions in ELA and</p>	<p>Implement research-based interventions in ELA consistent with the needs of students based on IEP goals, data</p>	<p>2021-09- 06 - 2022- 06-17</p>

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
(Math - Intervention)	math.	analysis, and recommendations in evaluation reports	
<p>ELA proficiency for students with disabilities will increase by 4.1% each year of the plan. Math proficiency for students with disabilities will increase by 4% each year of SIP plan (ELA & Math - Progress Monitor)</p> <p>ELA proficiency for students with disabilities will increase by 4.1% each year of the plan. (ELA - Intervention)</p> <p>Math proficiency for students with disabilities will increase by 4% each year of SIP plan (Math - Intervention)</p>	Develop a continuum of academic research-based interventions in ELA and math.	Implement research-based Math consistent with the needs of students based on IEP goals, data analysis, and recommendations in evaluation reports	2021-09-06 - 2022-06-17
<p>ELA proficiency for students with disabilities will increase by 4.1% each year of the plan. Math proficiency for students with disabilities will increase by 4% each year of SIP plan (ELA & Math - Progress Monitor)</p> <p>ELA proficiency for students with disabilities will increase by 4.1% each year of the plan. (ELA - Intervention)</p> <p>Math proficiency for students with disabilities will increase by 4% each year of SIP plan (Math - Intervention)</p>	Develop a continuum of academic research-based interventions in ELA and math.	Train teachers on the implementation of research-based ELA and Math interventions to respond to student IEP goal needs	2021-08-02 - 2022-02-01

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>ELA proficiency for students with disabilities will increase by 4.1% each year of the plan. Math proficiency for students with disabilities will increase by 4% each year of SIP plan (ELA & Math - Progress Monitor)</p> <p>ELA proficiency for students with disabilities will increase by 4.1% each year of the plan. (ELA - Intervention)</p> <p>Math proficiency for students with disabilities will increase by 4% each year of SIP plan (Math - Intervention)</p>	<p>Provide co-teachers in Kindergarten and 1st grade and additional teachers to support grades 3-8, both General Education and Special Education</p>	<p>Provide co-teachers in Kindergarten and 1st grade</p>	<p>2021-08-01 - 2022-06-30</p>
<p>ELA proficiency for students with disabilities will increase by 4.1% each year of the plan. Math proficiency for students with disabilities will increase by 4% each year of SIP plan (ELA & Math - Progress Monitor)</p> <p>ELA proficiency for students with disabilities will increase by 4.1% each year of the plan. (ELA - Intervention)</p> <p>Math proficiency for students with disabilities will increase by 4% each year of SIP plan (Math - Intervention)</p>	<p>Provide co-teachers in Kindergarten and 1st grade and additional teachers to support grades 3-8, both General Education</p>	<p>Provide extra math and reading teachers at the secondary level to provide extended reading and math blocks</p>	<p>2021-08-01 - 2022-06-30</p>

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
	and Special Education		
ELA proficiency for students with disabilities will increase by 4.1% each year of the plan. Math proficiency for students with disabilities will increase by 4% each year of SIP plan (ELA & Math - Progress Monitor)	Provide co-teachers in Kindergarten and 1st grade and additional teachers to support grades 3-8, both General Education and Special Education	Provide teacher coaching to improve implementation curriculum and interventions	2021-08-01 - 2022-06-30
ELA proficiency for students with disabilities will increase by 4.1% each year of the plan. (ELA - Intervention)			
Math proficiency for students with disabilities will increase by 4% each year of SIP plan (Math - Intervention)			



COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Staff professional development	Special Education Teachers	Updates to the IEP analysis tool, how to analyze their own data and ensure that programming is aligned
Anticipated Timeframe	Frequency	Delivery Method
08/16/2021 - 10/30/2021	Twice annually	Presentation
Lead Person/Position	Amanda Neill / Managing Director of Student Supports	

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Staff professional development	Inform teachers of the final plan and their responsibilities to implement the plan successfully	Presentation	Teachers and staff	Throughout the school year
School-to-home communication via ParentSquare and posted on website	Inform parents of resources to support their students	ParentSquare & website	Parents and families	Throughout the school year
BOT Meetings	Provide updates on plan implementation and success	Memo	BOT	BOT Meeting
