



## KIPP Ignite Academy Comprehensive Support and Improvement Plan 2023-2024

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### ***Schools Identified***

*A list of the schools in the LEA that are eligible for comprehensive support and improvement.*

KIPP Ignite Academy was initially selected for Comprehensive Support and Improvement (CSI) based on the 2019 Dashboard, and was re-identified in 2021 because no Dashboard was published with which to select new CSI schools. With the release of the 2022 Dashboard, it did not meet the exit-eligibility criteria because it did not improve in Chronic Absenteeism and was re-identified for Comprehensive Support and Improvement.

### ***Support for Identified Schools***

*A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.*

### **Needs Assessment**

As a data-driven school, KIG is continuously engaged in determining and acting upon its students' unique needs. In preparation for the LCAP stakeholder engagement meeting which will be held on March 30, 2023. KIG's leadership and our regional team have conducted a comprehensive needs assessment, evaluated school performance relative to expected LCAP outcomes, which are aligned to all State indicators and priorities. KIG's LCAP goals are as follows:

1. All students will achieve (State Priority #4 and #8)
2. Support student, family, and school engagement (State Priority #3, #5, and #6)
3. Create spaces and opportunities for student achievement (State Priority #1, #2, and #7)

Analysis included disaggregating academic and behavioral data by numerically significant



student groups (ELs, SpEd, Latino, Black, and Low-Income students) as well as reviewing surveys of parents, teachers, and students; classroom observations; the current instructional program; staffing and professional development; standards, assessments, and accountability; teaching and learning; opportunity and equal educational access; parental engagement; funding; and 2022 California School Dashboard indicators. We will utilize the LCAP stakeholder engagement meeting to review our progress in implementing the actions and strategies in our 2022-23 CSI plan and gather additional stakeholder input for the 2023-24 CSI plan. In addition, we have surveyed our families, team members, and students frequently to gather meaningful input. Our English Learner Advisory Committee convened once per month and our School Site Council (Family Leadership Academy) met every two months throughout the 2022-23 school year to engage our parents on various topics and initiatives that impact our school, and we asked them for their input on our decision making process at our school. Our CSI plan development is a year-long process that involves our school teams, regional teams, and parents.

#### Evidence-Based Interventions

In consultation with KIG staff and families, School Leader Danielle Johnson re-identified strengthening schoolwide literacy and reducing chronic absenteeism as key priorities heading into the 2023-24 school year. As we continue to adapt and recover from the Covid-19 pandemic, we are working to rebuild the relationship between families and schools, and we are focused on building upon literacy skills for our students. Evidence-based interventions were identified in alignment with the results of the comprehensive needs assessment and are included in this LCAP under Planned Actions and Services for Goals 1 (All students will achieve) and 2 (Support student, family, and school engagement).

- **Strengthening English Learner and Schoolwide Literacy:**

Our school's plans to improve our EL and schoolwide literacy outcomes begins with purchasing two new literacy curricula, Wit and Wisdom (K-4) and DIBELS. To ensure high-quality implementation of the curriculum, our staff will attend professional development and best practice training on the new curricula. Additional reading materials and curriculum are only one part of our initiative to improve schoolwide literacy. We also plan on continuing our efforts for reading intervention by providing stipends to teachers that provide additional reading intervention support to our students. This is part of our effort to strengthen English Learner and schoolwide literacy among our students. Additionally, we will be moving into a newly constructed building in summer of 2024. When we move into our new school building we plan to build a new library collection so that students have access to quality reading materials that will reinforce our small group reading sessions. Altogether these initiatives signify our commitment to consistency in improving our EL and literacy outcomes.



- Reducing Chronic Absenteeism:

Pre-pandemic, KIG's chronic absenteeism rate for the 2018-19 school year was 24.5%. The attendance challenge of the COVID-19 pandemic continued as our 2022 Dashboard outcome for Chronic Absenteeism rate was 52.9%.

Feedback received during parent advisory meetings and from attendance calls indicate a need for accessible and consistent transportation. KIG plans to use "Hop, Skip, Drive" and continue purchasing and distributing bus passes to KIPPsters. Chronic absenteeism and attrition are inextricably linked to overall school culture. To ensure a school culture that is welcoming and somewhere where students want to be, we have implemented initiatives and programs to build our school spirit and community. Additionally, Ignite plans to provide stipends to eligible staff members who participate on the attendance support team, the HEART team. This team includes teachers and administrative staff who are responsible for reviewing attendance data, calling student homes, and setting up meetings with families. Their work will be essential to re-building relationships with parents and students in order to improve attendance and academic outcomes. As seen with the outcomes on the 2022 California Dashboard, chronic absenteeism is a persistent challenge for our school. In response, we are planning to hire a temporary Attendance Interventionist Support whose primary responsibility will be to engage with parents and students, reduce barriers to attendance, develop and progress monitor student attendance improvement plans, and co-lead the HEART team. Their work is primarily focused on supporting and enhancing the implementation and execution of existing chronic absenteeism reduction initiatives at our school. By having a dedicated lead role and support team to address chronic absenteeism, we can proactively connect with families and students to find ways to support attendance and reduce chronic absenteeism.

#### Resource Inequities

As a direct-funded charter school, there is no possibility of resource inequities resulting from District funding allocations. The needs assessment did not reveal any resource inequities among student groups.

#### ***Monitoring and Evaluating Effectiveness***

*A description of how the LEA will monitor and evaluate the plan to support student and school improvement.*

KIG will monitor and evaluate implementation and effectiveness of its CSI plan in alignment with its ongoing analysis of student performance, as well as its LCAP monitoring, evaluation, and stakeholder engagement process. Strategies the school will employ to monitor and evaluate implementation of the CSI plan include:

- Classroom observations: KIG teachers receive feedback once weekly from an instructional coach via the Whetstone platform. Whetstone is an online tool that lets instructional coaches



regularly monitor teachers' performance, growth, and development. The platform's system for evaluating and coaching teachers is built on the sixteen research-based competencies of the KIPP SoCal Teacher Practice Rubric (TPR).

- **Data-driven instruction:** Teachers administer exit tickets at least three times per week, track their exit data on Illuminate (a regional data-collection platform), and take turns presenting their exit ticket data at weekly professional development sessions. Staff will also use internal data tracked via KASTLE and internal attendance trackers to review attendance and performance data and determine actionable next steps.

Strategies the school will employ to monitor and evaluate effectiveness of the CSI plan include:

- **Assessments:** School leadership will analyze summative SBAC results as well as local assessment results to determine if and to what extent students are showing the desired growth in ELA. This analysis will include disaggregation to assess student group performance and utilizing our reading interventionist in strategizing to find ways to improve student growth and outcomes.
- **Culture and climate:** School leadership will track weekly attendance, chronic absenteeism, and suspension outcomes to identify trends and determine if and to what extent students are showing the desired growth in consistent attendance. Our HEART team will support in connecting with parents and students to find solutions to improve attendance for students who are or at-risk of being chronically absent. This analysis will include disaggregation to assess student group performance.
- **Stakeholder feedback:** KIG will share regular progress updates with families including its parent advisory groups and seek feedback via surveys and forms distributed at the annual LCAP stakeholder engagement meeting, ELAC meetings, SSC (FLA) meetings, and in meetings between our school and regional KIPP SoCal teams. Stakeholders who will be asked to complete surveys include parents, students, teachers, and staff. Our stakeholder feedback loop is a consistent multi-level yearlong process that we use to evaluate ways to improve and pivot if needed.

Related LCAP Metrics:

Rate of students meeting or exceeding state-established proficiency levels for English Language Arts (CAASPP); Rate of English learner students making progress towards English language proficiency on ELPAC; English learner reclassification rate; Rate of students demonstrating one year of growth on local assessments; KIG will provide 1 back to school night, 2 week-long parent-teacher conference opportunities, and at least 3 other family engagement and/or parent leadership opportunities; Suspension rate; Expulsion rate; Students will feel satisfied with their experience as measured by internally provided surveys; Average Daily



Attendance; Chronic absenteeism rate; Rate of teachers who attend training on common core and ELD strategies to support EL students

***Budget***

Preliminary CSI Fund Allocation	<b>\$178,351</b>
Strengthening EL and Schoolwide Literacy	<b>\$115,928</b>
Reducing Chronic Absenteeism	<b>\$62,423</b>