



## KIPP Ignite Academy Comprehensive Support and Improvement Plan 2022-2023

LEA	KIPP Ignite Academy
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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 selected for Comprehensive Support and Improvement based on the 2019 Dashboard. Ignite was re-identified in 2021 because no Dashboard was published with which to select new CSI schools.

### ***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 LCAPstakeholder engagement meeting which will be held on April 1, 2022, KIG's leadership will conduct a comprehensive needs assessment, evaluating 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 2017-2019 California School Dashboard indicators.

We will utilize the LCAP stakeholder engagement meeting to review our progress in implementing the actions and strategies in our 2021-22 CSI plan and gather additional stakeholder input for the 2022-23 CSI plan. In addition, we have surveyed our families, team members, and students frequently to gather meaningful input. Our English Learner Advisory Committee have convened once per month over Zoom throughout the 2021-22 school year.

### Evidence-Based Interventions

In consultation with KIG staff, and KIG families, School Leader Danielle Johnson identified strengthening schoolwide literacy and reducing chronic absenteeism as key priorities heading into the 2021-22 school year. 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:**

KIG plans to amplify its classroom libraries by purchasing rugs to create a more inviting learning environment, which would encourage more English Learner students to engage in this classroom resource. KIG would also like to add reading incentives, including having the Scholastic Book Fair host an event for students and hosting reading challenges in which English Learner students can earn rewards that can be redeemed at the fair. Ignite also plans to provide a stipend to our English Learner Coordinator who will be responsible for internalizing the ELD Curriculum, Wonders ELD, and delivering content to classrooms. Ignite plans to also use funds to purchase new projectors and AV carts, which will allow teachers to provide higher quality visuals for EL students, a proven strategy for boosting EL reading achievement. Ignite plans to purchase Open Court 4th grade word analysis and renew licenses for STEP, a reading assessment tool and accompanying professional development to train teachers to use the new assessments accurately and create impactful reading groups from the assessment data. These actions will improve educators' ability to differentiate instruction to meet students' individualized growth goals.

- **Reducing Chronic Absenteeism:**

KIG's chronic absenteeism rate for the 2018-19 school year was 24.5%. The strain of the COVID19 pandemic has increased chronic absenteeism, with a 2021-22 YTD rate of 68.8%. Currently, KIG has 2 nurses across campuses but these positions will be reduced to a part time/ remote work in the 22-23 school year, so Ignite will use funds to hire a permanent nurse on campus to mitigate the spread of illnesses for the 22-23 school year. Feedback received during parent advisory meetings and from attendance calls indicates a need for accessible



transportation. Ignite 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. KIPP Ignite plans to use funds to purchase resources that encourage student school participation, including decorations for classroom parties that meet attendance goals and trophies. Additionally, Ignite plans to provide stipends to staff members who participate on the attendance support team. This team includes teachers and administrative staff who are responsible for reviewing attendance data, calling student homes, and setting up meetings with families. By having a dedicated support team address attendance, we can more accurately and timely meet the needs of families and students.

#### 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 interim and 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.

- 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. 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. Stakeholders who will be asked to complete surveys include parents, teachers, and students.

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>\$201,719.00</b>
Strengthening EL and Schoolwide Literacy	<b>\$141,203.30</b>
Reducing Chronic Absenteeism	<b>\$60,515.70</b>