

# KIPP DC:

## PUBLIC SCHOOLS

KIPP DC Title 1 School Wide Plan SY24-25

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## I. Comprehensive Needs Assessment

A comprehensive needs assessment informs the development of this Schoolwide Plan (SWP). KIPP DC measures student outcomes in a variety of ways, including students' mastery of standards by content area, growth within each year, college readiness indicators, and attendance/truancy rates. These multiple data points are then used to provide a complete picture of student performance.

KIPP DC uses several specific measures, including, but not limited to NWEA MAP, ANet, DIBELS, and the CLASS Assessment for our early childhood schools. In addition, we administer the DC CAPE assessment annually.

KIPP DC also conducts a number of surveys to solicit input and assess needs from key stakeholders, namely our students, parents/caregivers, and staff. KIPP DC participates in the TNTP Instructional Culture Survey, which is completed by all full-time staff at KIPP DC, including teachers, school leaders, non-teaching staff at schools, and headquarters staff. Input received from these surveys has played an important role in developing initiatives related to instructional culture and diversity, equity, and inclusion practices.

## II. Student Outcomes and Focus Areas Identified through Needs Assessment

Our recent DC CAPE outcomes reflect what we know: the recovery to pre-pandemic levels of performance will take time and concentrated effort and emphasis on advancing student achievement growth through core instructional strategies and intervention. These recent results are indicative of the unique circumstances we have faced since the pandemic.

Our academic leaders will use Fall 2024 MAP and DIBELS data to further inform where our baselines will be and where we can begin to set meaningful goals that serve to map out a supportive and purposeful path towards the continued growth of our students towards college and post-secondary successes.

Additionally, given the ongoing challenges that come with post-COVID era schooling, KIPP DC's priorities for 2024-25 are firmly grounded in the following areas across all of our schools, which forms our Schoolwide Plan for the upcoming year:

- **Excellent core instruction, with an emphasis on math and literacy.** Emphasis on coaching and supporting teachers to focus on:
  - Teachers are prepared to teach: Teachers are well planned, implement the curriculum to fidelity, and know what they want students to learn every day. (Intellectual Prep)

- Student engagement & time on task: Students do high quality work in meaningful tasks and we maximize every minute we have. (Engagement & Independent Practice)
- Teachers respond in real time to student thinking and learning: They collect, review, and respond to our formal and informal data to teach, reteach, and make adjustments where necessary. (Collecting and Responding to Data)
- **Vigilant attention to student chronic absenteeism and attendance:** When kids miss school, they miss learning. We have decreased our chronic absenteeism significantly between 2021-22 and 2023-24, but this remains an area of focus.
- **Developing robust supports and resources** in evaluating and nurturing the mental well-being and social-emotional health of our students.
- **Intentional focus on parent and family engagement** to build strong relationships and leverage parents as partners in promoting student success.
- **Teacher attendance and retention:** We know students grow the most when they have high quality teachers teaching them every single day. As leaders, we know how hard it is to maximize student growth and achievement when we have vacancies or inconsistent teacher attendance. We will lean on our improved leave and teacher incentive policies, as well as our new in-house substitute roles at many schools as we continue to improve on this. We will do whatever we can to ensure that our students experience consistency in our classrooms.
- **Training the next generation of excellent teachers** through our Capital Teaching Residency program and teacher-leadership program, as well as our math teacher-leader program.
- **Developing additional supports and structures** for our teachers who teach and manage caseloads of students with Individualized Educational Programs (IEPs).
- **Continued focus on foundational literacy skills** to address growth for all students, primarily those who fall below benchmark on the K-8 DIBELS assessment and lowest two performance bands on the DC CAPE.
- **Use of extended time** to support students in addressing and mastering learning gaps in math and literacy.
- **Leveraging personalized learning programs** to enhance student learning.

- **Providing high school students with skills and opportunities for career readiness programming** to ensure that students leave high school with a solid foundation for college and/or the workplace.

### III. Schoolwide Reform Strategies

As in the last few years, our response to the impact of the pandemic has continued to drive our focus and prioritization for the 2024-25 school year. However, our overarching philosophy as an LEA remains unchanged as the backbone of our organization, and the below reflects this general mindset.

At KIPP DC schools, students develop the knowledge, skills, and confidence to become Washington, D.C.'s next generation of leaders. Equipped with a KIPP DC education, our alumni are empowered to be successful in college, careers, and life. At all schools within the KIPP DC network, we believe that our students deserve the best quality education possible to prepare them for college and career. We know that we need to provide an intensive, rigorous educational experience for all of our students, including our lowest-achieving students, in order to prepare them to excel in high school, college, and the competitive world beyond. We strive to hire the very best teachers to implement our vision and partner with parents as we work together to support the future of their student's education.

KIPP DC has developed an approach to well-rounded education by building an academic team that works in vertical subject-area teams (for instance, literacy from the primary to secondary levels) in tandem with horizontal grade-level teams (for instance, seventh grade math). The network academic team consists of a superintendent, chief academic officer (CAO), chief of schools (COS), deputy COS's, instructional coaches, academic managing directors, student support team members, and the CEO. Many members of the team are former school leaders and teachers, and all of them are experts in their subject area and attend and speak at conferences, engage with other LEAs, and participate in and lead professional development activities. The team works to develop and enact plans and strategies that will strengthen the academic program in our schools, increase the amount and quality of learning time, help provide an enriched and accelerated curriculum, and provide programs and activities that support a well-rounded education for all students.

#### **Extended School Day and Extended School Year**

KIPP DC provides all of our students with approximately 17% more instructional time than a standard public school. By dedicating more time to core academics and social emotional development, we can accelerate learning and work to close opportunity gaps. To achieve KIPP's goals, KIPP DC implements extended school time at our schools.

- A longer school day (seven and a half hours to ensure longer reading and math instruction blocks daily without sacrificing science, social studies, physical education, arts, and other areas);

- A longer school year (our school year starts at the beginning of August and ends in mid-June).
- Optional extended time out-of-school after school and during summer months, focused on a blend of math and literacy and enrichment programming.

KIPP DC teachers and staff understand that more time leads to better results for all students, including our students with significant learning gaps. Extended time allows for more time for core subjects, more time for differentiated instruction, more time for enrichment and accelerated curricula, more time for remediation, more time for extracurricular activities, more time for social emotional skills development, and more time for teacher planning.

### **Integrated Instruction**

KIPP DC works to ensure that all students develop the knowledge and skills necessary to become thoughtful, influential, and successful citizens in the competitive world. Understanding the critical role that technology plays in today's society, we have made it a priority to invest in the initiatives that bring the most cutting-edge technology and tools to our students, teachers, and schools. KIPP DC continues its focus on providing blended learning opportunities to engage all of our students and offer differentiated, self-paced instruction. Technology-based instruction adapts in real-time to each student's performance and provides our teachers with immediate data regarding student learning. This enables us to address the unique learning needs of all students, including our lowest-achieving students as well as those who benefit from an enriched or accelerated curriculum.

The personalized/blended learning (instructional technology) portfolio at KIPP DC is aligned across grade bands so that all students are working on programs that match their personalized learning needs and deliver the strongest student achievement outcomes for all students. These programs were rigorously evaluated through multi-level hierarchical data efficacy analysis work with professional statistical firms; this work continues on an annual basis so that our portfolio remains top tier. The personalized learning team also worked with the instructional leadership team to compare the content in each instructional technology program with the standards for each grade level, format of presentation of material, and rigor to ensure that all programs complement classroom instruction well; this work also continues annually.

For a new program to be added to the KIPP DC portfolio, it typically has to go through these processes as part of the Personalized Learning Pilot Project (P3). The P3 is comprised of a cohort of teachers who apply to pilot a new instructional technology program to solve a problem they identify in their classroom. After a verification of content alignment with the instructional leadership team, these teachers implement this solution in their classroom and run data efficacy analysis to determine whether the program impacted their students. Successful programs identified in the P3 are considered for inclusion in the KIPP DC portfolio, just as ST Math has been.

### **Enhanced Literacy Instruction and Support**

KIPP DC is committed to providing high-quality literacy instruction tailored to meet the unique individual learning needs of all students, including our lowest-achieving students as well as those who excel and require enriched or accelerated curricula. KIPP DC partners with Reading Assist in our early childhood and elementary schools to give students struggling with foundational reading skills more time to develop these skills in addition to the regular curriculum. Each early childhood and elementary school has one trained and certified tutor who works with between ten and thirty students each day from September through June. Students also benefit from dedicated time in a literacy growth block focused on other intervention and enrichment opportunities at each grade level. Our team of instructional coaches supports literacy teachers to deliver high-quality, differentiated literacy instruction at all grade levels.

### **College Counseling and KIPP Forward**

The Directors of College Counseling at our two high schools, KIPP DC College Preparatory (KCP) and Legacy College Prep (LCP), supervise the teams responsible for ensuring that all students graduate on time, complete college applications to well-matched schools, complete the FAFSA with their families, and pursue scholarships. The team works in tandem with our KIPP Forward program to support all KIPP DC students and alumni. The KIPP Forward team begins working with students in seventh grade at the start of the high school transition process. KIPP Forward's High School Transition Manager ensures that all eighth graders are applying to and enrolling in appropriate high schools; the majority of KIPP DC middle school students will attend KIPP DC high schools. College Counselors work with KCP and LCP students, and KIPP Forward High School Support Associates and Managers work with KIPP DC middle school alumni attending more than 100 different high schools, to ensure that they are accumulating all necessary credits to graduate on time and applying to colleges and universities or certifying programs. The Special Education Transition Coordinator is an added support with a focus on high school students with Individualized Education Programs (IEPs) or 504 plans. For students opting not to pursue post-secondary schools, the Special Education Transition Coordinator offers assistance to find vocational and accreditation opportunities. Once students complete high school, whether at a KIPP DC high school or another high school, or earn their GED, they are connected to a new College & Career Support Manager from KIPP Forward who will help with college and career guidance and support. KIPP DC alumni receive support for ten years after their eighth grade promotion.



The College Counseling and KIPP Forward teams tailor their approaches depending on the individual student's needs and grade level.

Support through high school:

- College and career counseling focused on finding the right schools for a student
- Development of career skills through internships, volunteerism, and one-on-one counseling

- Financial aid and college transition workshops for students and families
- Dual-enrollment opportunity for students, in partnership with Trinity University and UDC, to take certain college-level courses and receive transferable course credits

Support through college:

- Dedicated counselor to support and track academic progress
- Routine campus visits by counselor and connection to other KIPP alumni on campus
- Financial assistance in the form of book awards and persistence scholarships

Support through a career:

- Dedicated counselor to support career exploration and training programs
- Preparation for career development through resume and interviewing workshops
- Events focused on connecting alumni to KIPP corporate partners

## IV. High-Quality and Ongoing Professional Development.

KIPP DC strongly values a culture where teachers and staff continually push for growth, through professional development opportunities. KIPP DC provides professional development opportunities to build teacher and staff professional capacity with the goal of providing rigorous, differentiated instruction for all students.

All KIPP DC teachers and staff participate in more than 100 hours of high-quality professional development and collaboration throughout the year so that they constantly refine their teaching, coaching, and administrative skills. KIPP DC provides targeted professional development for KIPP DC's Residents, Lead Teachers, and School Leaders including but not limited to internal check-ins and staff sessions, weekly coaching meetings with the VPs and/or Deans of Instruction at our middle schools, weekly content and data meetings with academic coaches, opportunities for teacher leaders to plan and lead professional development, frequent sessions delivered by external partners, and participation in the KIPP Leadership Retreat and KIPP DC Instructional Retreat. Teachers and staff also have the opportunity to participate individually in external professional development opportunities.

Our leaders and regional instructional team will also receive high-quality professional development in the following:

- Data-driven instructional practices
- Restorative Practices & PBIS
- Attendance & Chronic Absenteeism- proactive & intervention practices
- Sound legal and safety practices
- Diversity, Equity, and Inclusion with a focus on Culturally Responsive Teaching and Learning



### **Professional Development Provided at Regional and School Level**

Teachers receive regular observation and feedback from school leaders and regional coaches and participate in assessment review, instructional planning, and content team meetings. Blocks of time are scheduled into the school calendar for collaboration time, meeting time, and planning time across grade levels and content areas. Teachers are encouraged to lead, collaborate, and constantly develop in their craft through a continued sharp focus on coaching and observations, examining personal and shared data, and the ongoing refinement of their professional goals.

Regional professional development opportunities to increase teachers' skills in the following school curricula and/or models will include (but not be limited to):

- Pedagogical practice
- Critical assessments like DIBELS and mCLASS
- Diversity, Equity, and Inclusion (with various outside partner and internal facilitators)
- Classroom management and facilitation
- Culturally responsive teaching practices
- Foundational Reading Skills
- LETRS
- Fishtank
- Eureka Math2
- Envision Math (Algebra, Geometry, Algebra II)
- Social Emotional Skill Building
- Multi-Tiered Systems of Support
- Trauma-Informed Classrooms
- Best practices in family engagement
- Best practices with technology tools
- Amplify Science training for Science teachers
- AP for All training for ELA teachers in high schools

High school teacher opportunities will also include:

- Rigor and engagement practices
- Common Core State Standards & SAT prep/College Readiness Standards
- College-going information (FAFSA, letter of recommendation writing, etc.)

Early Childhood teacher opportunities will also include:

- Tools of the Mind Curriculum Training
- Powerful interactions development
- CLASS training

**Trauma-Informed Classroom Training with Revolve Learning and the Wendt Center for Loss and Healing**

KIPP DC places tremendous value on training leaders and teachers in the brain science of trauma and creating trauma-informed schools. Many of our staff engage in trainings on topics including (but not limited to):

- The effects of trauma on the growing brain
- Positive Behavior Systems
- A multi-tiered system of supporting students
- Tier 1 systems and supports
- Tier 2 and Tier 3 interventions

KIPP DC is working closely with the Wendt Center for Loss and Healing this year to ensure that teachers have opportunities to engage in trauma-informed practices when working closely with students impacted by the effects of violence, trauma, or loss.

### **Capital Teaching Residency**

The Capital Teaching Residency is a nationally recognized, highly selective teacher training program that provides a pathway for aspiring teachers to develop into outstanding educators prepared to serve in high-need schools in Washington, D.C. During their residency year, residents are provided the opportunity to obtain their certification and training in Early Childhood, Elementary, Special Education, and Secondary Math, Science, and English Arts Classrooms. Throughout the program teaching residents are developed into skilled educators through extensive coaching, consistent work with a highly-effective mentor teacher, focused professional development coursework, and daily practice perfecting their skills in a classroom.

### **Instructional Technology**

Ongoing professional development, training, and coaching are provided throughout the year by the personalized learning team to support all schools in their implementation of instructional technology. The training cycle includes 101 level program training in the summer/early fall, 201 level training in the late fall/early winter, and 301 level training in the late winter/early spring. Additionally, the personalized learning team is responsible for coaching school and district leaders on data usage from instructional technology programs, provides one-on-one in classroom support to teachers, and works with school leaders on ensuring their instructional technology supports school-level priorities.

## **V. Strategies to Recruit and Retain Effective Teachers in High-Need Subjects**

In order to fulfill KIPP DC's mission, KIPP DC is highly focused on the recruitment, development, and retention of the best teachers. KIPP DC has a robust recruitment team to fill all academic positions. In order to find and recruit new hires, the team attends college career fairs, hosts open houses, and reaches out to other teacher training programs in the D.C. region. They also look for internal candidates through the Capital Teaching Residency. The Capital Teaching Residency (CTR) is KIPP DC's in-house teacher training program that recruits more than 60

residents per year for the three-year program. Recent graduates in all majors, as well as career-changers, are recruited, creating a talent pipeline of highly effective teachers in D.C. Each year, approximately one-third of KIPP DC's vacant teacher positions are filled with CTR alumni. The CTR program allows KIPP DC to recruit qualified individuals from other fields who demonstrate the potential to become effective teachers, principals, or other school leaders.

The ability to recruit and retain highly-effective teachers and staff is critically important to ensure that our organization is staffed with teachers and administrators who provide high-quality instruction for all of our students. In order to recruit the best teachers and staff to support and enable the success of all KIPP DC initiatives, KIPP DC offers innovative compensation structures, ensuring that the network can attract and retain the highest-quality talent. We are committed to compensation practices that support the recruitment and retention of the highest quality and most diverse talent for our students, and believe in ensuring that our compensation system is clear, equitable, and highly competitive.

KIPP DC also covers a significant portion of all KIPP DC employees' monthly premiums for their individual healthcare coverage via Aetna Health Insurance and dental coverage via MetLife. KIPP DC also pays, for each eligible employee, an automatic retirement contribution (3.0% of salary to a 403(b) plan) plus an additional 3% match for employees electing to receive this benefit. Offering health insurance benefits and a 403(b) match allows KIPP DC to provide competitive compensation structures to all employees.

In addition to health insurance monthly premiums and 403(b) contributions, KIPP DC's innovative compensation structure allows KIPP DC to provide extremely competitive salaries and bonuses to all teachers. Competitive salaries and benefits enable KIPP DC to recruit and retain top-quality staff, which allows KIPP DC to provide excellent education to all students, particularly students in under-resourced communities. KIPP DC provides re-signing bonuses to teachers who recommit to teach at KIPP DC and high needs pay bonuses to teachers who teach in hard-to-fill positions, and/or teach tested grades or subjects.

Through these initiatives, KIPP DC is able to attract the best teachers and staff, and as a result, KIPP DC is better able to provide the best education and support to its students.

## VI. Strategies to Increase Parental Involvement

### **KIPP DC Family Engagement Framework**

KIPP DC's Family Engagement Framework provides the foundational principles for authentic family engagement and communicates our collective vision and strategy for becoming a school system that genuinely and earnestly holds student caregivers as true partners in shaping the academic progress and educational experiences of their children. As a network, we've made it a priority to improve the way we share two-way information, collaborate with our families and community, and empower families to have a voice in their school community.

In addition, we make an effort to solicit input and feedback from our parents in our annual Parent Survey and focus groups to build relationships and gather information to help inform future programmatic decisions.

This framework was derived from a number of sources and is a living document that will be revisited annually. The following resources were included in the development of the framework:

- **Research** – Introduction to Family Engagement in Education, Harvardx
- **KIPP DC Community Input** – School leaders, operations leaders, teachers, and parents
- **Survey Results** – TNTP and Family Satisfaction Surveys
- **KIPP DC's priorities** – 2025 strategic priority to amplify voices of families and communities, as well as “major builds” around attendance, enrollment, and organization identity.

The foundation of the framework is built on the following core beliefs:

- All families care about their children's education.
- Trusting and respectful relationships are the foundation of authentic family engagement.
- Authentic family engagement has a positive impact on student outcomes.
- Earnestly sharing power with our families is imperative to positively shaping our students' education experiences.

### **Parent Advisory Board**

The Parent Advisory Board serves as a representative group of families from across KIPP DC who provide monthly input on new and existing policies, projects, and outreach to help further KIPP DC goals. This board is made up of families from each KIPP DC school and is selected at the start of every school year.

### **Orientation & Welcome Meetings**

School staff have orientation and welcome meetings with every student's family. In a typical year, these meetings happen in the student's home or at the school site. The meetings serve as a time for the school staff to start building a relationship with the family, as the family learns about the school and the school learns about the student. One-on-one meetings with the student and family often occur throughout the year, both at scheduled times (like parent/teacher conferences) and unscheduled times, as needed or requested by families or staff.

### **Teacher/Family Communication**

The KIPP DC Parent Survey indicated parents' strong desire to have consistent access to their school's staff and faculty, both during school hours and after typical school day hours. To accommodate parent desire, KIPP DC staff are available after hours by cell phone to answer homework questions, talk through any issues that arose during the day, or answer questions about upcoming events.

### **Streamlining Network Communication**

As part of our focus on improving communication, KIPP DC invested in Remind, a mobile application used to make school-wide communication more efficient. In addition, we regularly send out the KIPP Parents of Purpose newsletter, a monthly newsletter that highlights important dates, events, or notable initiatives taking place within the KIPP DC network.

### **Parent Organization**

All parents are encouraged to participate in the KIPP DC Parent Organization (KPO) at their respective school(s). The mission of the KPO is to support the students, teachers, and administration of KIPP DC. Each school's KPO sets its own goals in partnership with school leadership. The KPO is a valuable lever in engaging a positive relationship between parents, teachers, and students.

The following are examples of ways KIPP DC schools foster and support parent involvement initiatives:

- Open houses
- One-on-one home visits
- Student work showcases
- Parent/Teacher conferences
- Parent trainings with social workers and psychologists
- Field trip chaperone opportunities

### **Families as Partners in Promoting Regular Attendance**

As part of our priority to improve student attendance and reduce rates of chronic absenteeism, we are implementing both proactive and intervention practices, in partnership with families. In addition to our internally-led outreach and supports, KIPP DC is partnering with Concentric Education Solutions this year at two of our campuses to conduct home visits specifically for students at risk of chronic absenteeism. One of our high schools, Legacy College Prep, is part of a new pilot program through the D.C. Department of Human Services focused on addressing truancy and providing supportive services for students and families without court involvement.

## **VII. Plans for Assisting Preschool Students in the Successful Transition from Early Childhood Programs to Elementary School Programs.**

We strive to create a seamless transition for all our students from Prekindergarten through high school graduation. In order to equip our preschool students with the skills they need to successfully transfer to elementary school, we have adopted the Tools of the Mind curriculum, which emphasizes children learning through play. We know that play is an important vehicle for children learning many crucial skills such as self-regulation, vocabulary, literacy, and math.

From Prekindergarten through twelfth grade, KIPP DC's curriculum is vertically aligned to prepare our students for college, starting in the early childhood years. The academic program is

organized and purposefully designed to align across subject areas and grade levels to facilitate learning and eliminate gaps or needless repetition. Dedicating collaborative planning meeting time is provided to encourage collaboration horizontally in the subject area and vertically across grades.

KIPP DC campus facilities include early childhood, elementary, and middle schools. The sharing of facilities allows schools to work collaboratively to smooth the transition between grade levels. Schools can easily communicate and share resources and administrative support. Common assessments are given across all grades to aid in consistent progress tracking from early childhood through high school. Every KIPP DC school has at least one designated mental health provider who serves as an additional support to students and families. All elementary schools and middle schools are staffed with two mental health providers.

KIPP DC's Data Warehouse, called ARC, provides teachers and school leaders with a holistic view of student's growth. The ARC Data Warehouse provides a specific focus to incorporate the following data trackers to further inform and personalize instruction: mastery of detailed content strands and standards; teacher and Resident performance data; detailed Special Education information; school quality trackers provided through parent, student, and teacher surveys; and college enrollment, matriculation, and completion data. As students are promoted between grades, ARC provides data important to teachers and school leaders about incoming students that can be used to support the transition. Additionally, all PK3 students will be evaluated with a screening tool through the Brigance Assessment by October of this year.

## VIII. Measures to Engage Teachers as Stakeholders

Teachers play an integral role in student achievement. Teachers have opportunities to share thoughts at weekly one-on-one meetings with school leaders. In addition to meetings, school leaders implement regular mechanisms for feedback such as online surveys from teachers to solicit opinions on school culture, academics, assessments, and professional development. Annually, The New Teacher Project (TNTP) conducts a survey of teachers which collects feedback on instructional culture and curriculum. Through the Healthy Schools and Regions survey, teachers respond to more than 100 questions on topics including school culture, academics, and assessments.

A data analyst is assigned to each grade level band to assist with data analysis and assessment administration. These data analysts and our senior director of data analysis are available to teachers to provide information about assessments implemented. Our regional instructional leadership team and our instructional coaches also work with our school leaders to provide regular meetings or informational talks to engage with teachers about specific assessments.

### **Teacher Leadership Opportunities**

Each year, teachers are given opportunities to engage in several leadership opportunities. These include but are not limited to:

- The invitation to participate in our Teacher Leader Cohort (2023-24 was our inaugural

year for this cohort)

- Planning and leading school-based or regional professional development
- Leading their grade level as the Grade Level Chair
- Leading a committee for the school (for example, parent engagement committee or DEI committee)
- Student recruitment chair
- Math teacher-leaders' collaborative
- Joining a technology Professional Learning Community (PLC) and piloting the use of a new technology tool or resource in their classroom or school
- Applying for grants through the internal Golden Opportunity Fund grant competition
- Participating in the Rising Leaders cohort, a year-long program for new leaders to create strong relationships across schools and have a place to discuss their experiences and challenges, and to advocate for change

## IX. Activities to Ensure Students Who Experience Difficulty Receive Effective and Timely Additional Assistance

We meet our students' special education needs through a comprehensive Student Support Team. This team includes a Director of Student Support, Campus Directors of Student Support, Student Support Compliance Managers, Related Service Providers, and Special Education Teachers who are responsible for all students with Individualized Education Programs (IEPs), 504 plans, and English language learners. This team is responsible for identifying, evaluating, and case-managing for students with disabilities and students who are linguistically diverse. KIPP DC offers a robust continuum of services designed to address the unique learning needs of all students, including our most struggling learners and our lowest-achieving students. Students can receive support through inclusion services, pull-out, resource instruction, or full-time instruction in an Intensive Support setting. In addition, KIPP DC employs a team of full-time mental health practitioners, occupational therapists, speech-language pathologists, school psychologists, and clinical psychologists to further support each student's individualized needs.

KIPP DC screens all new students with a home language survey indicating a home language other than English, and others who may require ELL services at the beginning of each year. Students with documented disabilities or medical conditions that substantially impact a major life function are eligible to receive support services through Section 504.

KIPP DC believes in providing a multi-tiered system of targeted, research-based support and interventions for students who are facing academic or behavioral challenges. If a teacher has a concern about a student, he or she may bring those concerns to a Tier 2/Kid Talk meeting which requests the Grade Level Team (GLT) to assist in addressing concerns about a student. These concerns may be related to academic progress, behavior, attendance, hygiene, emotional or physical health, or safety. The GLT listens to teachers' concerns, formulates a "Success Plan" to support the student in being more successful in the classroom, and after a four to six week cycle of interventions, evaluates the plan's effectiveness.

Should the plan generated through the Tier 2/Kid Talk setting not sufficiently support the student after multiple attempts, the Grade Level Team may decide to refer the student to Tier 3. Tier 3 meetings are the place to address a student's needs with several professionals at the table, including mental health providers, as well as a place to include input from the parent on the plan for the student. Additional staff may include former teachers, special educators, administrators, social workers, therapists, or the school nurse. The Tier 3 team begins their process by gathering a wide variety of information about the student to better understand the child's history and needs. The Tier 3 team then reviews the information before forming a new, more intensive plan. The plan is implemented for 45 days before it is evaluated and recommendations are made.

It is KIPP DC's goal to use all of the resources at our disposal to support a student in the general education setting before the student is tested for special education services. If the plans made by both Tier 2 and Tier 3 teams are not successful, the student might be referred for special education services, at which time the Student Support Team would determine if further testing is needed and work with the parent to determine next steps.

## X. Coordination and Integration of Federal, State, and Local Services and Programs.

To reduce funding programs with individual federal funding streams, KIPP DC coordinates funding based on student need. At KIPP, DC our federal, state and local programs are coordinated through headquarters administration, building administration, school leadership, and school faculty. Coordination allows more than one federal funding source to be used to support our initiatives, resulting in a more significant impact for our students.

Title I Part A, Title II Part A, and Title IV funds are consolidated into a schoolwide program and used to support high-quality and ongoing school-based professional development, a teacher residency program, data and analytics, parental and family involvement, well-rounded educational opportunities, learning conditions that cultivate a safe and healthy environment for students, effective use of technology in classrooms, and career preparedness and work-based learning opportunities. KIPP DC uses other funds to help support the education of all its students. Our Title allocation is used in coordination with several sources of funding, including but not limited to the following funding sources to help ensure the needs of KIPP DC students are met:

- Individuals with Disabilities Education Act (IDEA)
- Scholarships for Opportunity and Results (SOAR) Act
- Universal Service Support Fund (E-Rate)
- Comprehensive Literacy State Development (CLSD)
- DC CTE funds
- National School Lunch Program
- DC Healthy Schools Act



- Local Per Pupil Funds
- Private donations by individuals, corporations, and foundations

## XI. Annual Reevaluation

The Title I schoolwide plan is developed, reviewed, and revised as needed by a team that solicits feedback from school leaders, teachers, parents, and other important stakeholders. KIPP DC's superintendent, chief academic officer, chief of schools, deputy chief academic officers, VP of Information, and director of school engagement are deeply involved in the ongoing review of the schoolwide plan for all schools and use data from the needs assessment and stakeholder feedback to identify focus areas across all grade bands each school year.

The schoolwide plan is a flexible document that is revised as the needs of our students, families, and educators change. The team evaluates the effectiveness of the plan through continuous data analysis using the methods described in Section I of this document, and by gathering stakeholder feedback at multiple times throughout the school year. The plan is finalized every summer based on the prior school year data.