



Fresno County Superintendent of Schools
1111 Van Ness Avenue
Fresno, CA 93721

Dear Fresno County Board of Education and Superintendent Yovino:

The Kepler Neighborhood School Team is very appreciative of the opportunity to develop an action plan addendum to accompany the submitted charter renewal petition. It has been with the support of staff from the Fresno County Superintendent of Schools (FCSS) that Kepler has developed the action plan addendum.

In 2020-2021, Kepler is proudly serving 390 students in grades TK-8. The significant subgroups at Kepler are 61% Hispanic students, 18% African American or Black students, 14% white students, 82% socioeconomically disadvantaged (SED) students, and 8% students with disabilities. Using the Spring 2019 California School Dashboard, the Kepler Team determined that the SED students and the Hispanic students performed significantly lower on the 2019 SBAC in English Language Arts (ELA) and Math than our other subgroups. Since the most recent state data is the 2019 SBAC scores in ELA and in Math, Kepler has relied on the summative data of NWEA MAP to determine student subgroup progress and growth. Even with the COVID-19 school closures, the students overall have made increases on the NWEA MAP in both ELA and in Math by cohorts and did not demonstrate the distance learning and summer slide. However, the gap for our Hispanic and SED students is still significant using this measure. We know we must change our instructional practices and data usage.

The Kepler Team recognizes the need to improve all student scores and is focusing specifically on improving the scores of the SED students and Hispanic students. The Kepler Team has been actively meeting with the FCSS Coaching Team every day, and on holidays to develop the action plan addendum. It is through this process that Kepler has determined the root causes for the low academic achievement, and in turn, set the goals and developed the actions, strategies, and interventions to be used with students, stakeholders, and staff. We recognized the lack of structured systems with clear direction and the utilization of data to inform instruction. The Kepler Team values the feedback received from the Coaching Team on improving systems and structures, implement the base curriculum with fidelity, building in additional professional learning opportunities, holding data team conversations, analyzing data on a weekly basis, and adding another layer of accountability for administrators. The Kepler Team is confident that with the radical focus on student achievement on SED students and Hispanic students and the continued support provided by the FCSS Coaching and Accountability Teams, Kepler and the significant subgroups of SED students and Hispanic students will demonstrate continuous improvement.

Kepler Neighborhood School appreciates the support in the development of the action plan addendum and the opportunity to continue to do what is right for kids during the next charter term. All stakeholders, including administrators, teachers, staff, and our board, are committed to implementing the action plan with full dedication. We believe this plan will improve our students' success.

Gratefully,

Julie Rodriguez

Julie Rodriguez (Feb 17, 2021 14:51 PST)

Julie Rodriguez, M.Ed.
Executive Director



Description of Action Planning Process

The overall planning process to develop the action plan addendum to the Charter Renewal Petition included a lump and clump activity to determine recurring themes, a root cause analysis to identify the area of focus, an opportunity to serve as thought partners with FCSS staff, and most importantly, invaluable discussion and coaching on the use of resources and tools. The process began on January 26, 2021. Julie Rodriguez, Nikki Lovelace, Rickie Dhillon, and the Board President met with the FCOE staff of Dr. Jeffrey Hunt and Dr. Corey Greenlaw. The result of the meeting was that Kepler needed to directly focus on Socioeconomically Disadvantaged students (SED) and Hispanic students by developing an action plan addendum to the submitted charter renewal petition. Dr. Hunt and Dr. Greenlaw described how FCSS was going to help and support Kepler. They assigned a Coaching Team to provide support in leadership, assessment, and content. The coaches, Lori Willson (Lead) and Joe Valero will continue to provide support throughout the Action Plan activities to ensure alignment with the Charter School's needs based on the CDE's low-performance requirements. They also assigned an Accountability Team to provide accountability support through Action Plan development assistance and bi-monthly meetings to review progress. The Accountability Team, Abby Petropulos (Lead), and Jill Tafoya will ensure that Kepler receives differentiated assistance to fulfill the actions, strategies, and interventions of the action plan addendum.

On February 1, 2021, Julie Rodriguez established the Kepler Team, consisting of Julie Rodriguez (Lead), Nikki Lovelace, Rachel Kultz, Davian Figueroa, Danielle Hill, and Jay Nevin. She was provided the tool to conduct empathy interviews and direction on what data to collect. The FCSS team wanted the transcripts of the empathy interviews and the data by February 4, 2021. On February 2, 2021, Ms. Rodriguez and Ms. Kultz met with Joe Valero and Lorie Willson to discuss how they wanted the data presented. The Kepler data was submitted by the deadline, including 175 slides, to include demographic data, NWEA MAP by subgroup, IAB data by subgroup, SBAC by subgroup, and BPST and IXL usage by grade level. On February 5, 2021, the Coaching Team and the Kepler Team met to discuss the expectations and how to conduct the root cause analysis. The Kepler Team went through the process and completed a lump and clump activity to identify themes, a fishbone analysis to set the priorities for the action plan. The Kepler Team worked on the baseline data snapshot and the Distance From Standard (DFS) based on the California School Dashboard (Spring 2019). The Kepler Team met with the Coaching Team for a minimum of one hour every day. The Kepler Team also met on the weekend and with the Coaching Team on both February holidays. The Kepler Team has developed the Action Plan Addendum that has a radical focus on student achievement. The justification for the final Action Plan is focused on outcome (summative) data of SBAC and NWEA MAP, benchmark data of NWEA MAP and BPST, and formative (process) data of PLC, IAB, and IXL.

Kepler Data Baseline Snapshot

ELA

Distance from Standard CA Dashboard - ELA Indicator 2019

| DFS CA Dashboard ELA | All | SED | Hispanic | African American | Students with Disabilities |
|-----------------------------------|-------|-------|----------|------------------|----------------------------|
| Kepler | -38.8 | -63 | -65.5 | -88.5 | -91.7 |
| State | -2.5 | -30.1 | -26.6 | -47.6 | -88.1 |
| Difference from the State average | 36.3 | 32.9 | 38.9 | 40.9 | 3.6 |
| Kepler's Growth Goal Spring 2022 | 40 | 40 | 40 | 40 | 5 |

NWEA - Fall 2020

| NWEA ELA Fall 2020 | Black or African American | | | Hispanic or Latino | | | All Kepler | | | Normal Grade Level RIT |
|--------------------|--|---------------------------|------------------------------------|---|---------------------------|------------------------------------|---------------------------------------|--------------------------------------|------------------------------------|------------------------|
| | Black or African American Average RIT by Grade Level | DF Normal Grade Level RIT | Distance from Normal Grade Level % | Hispanic or Latino Average RIT by Grade Level | DF Normal Grade Level RIT | Distance from Normal Grade Level % | ALL Kepler RIT Average by Grade Level | Distance From Normal Grade Level RIT | Distance from Normal Grade Level % | |
| Grade 1 | 153.8 | 2.1 | 1.35% | 160.4 | -4.5 | -2.89% | 159.5 | -3.6 | -2.31% | 155.9 |
| Grade 2 | 167.9 | 7.1 | 4.06% | 173.1 | 1.9 | 1.09% | 172.3 | 2.7 | 1.54% | 175.0 |
| Grade 3 | 169.5 | 17.1 | 9.16% | 176.5 | 10.1 | 5.41% | 175.6 | 11.0 | 5.89% | 186.6 |
| Grade 4 | 206 | -9.3 | -4.73% | 187.6 | 9.1 | 4.63% | 193.1 | 3.6 | 1.83% | 196.7 |
| Grade 5 | 185.7 | 23.4 | 11.19% | 193.4 | 15.7 | 7.51% | 190.1 | 19.0 | 9.09% | 209.1 |
| Grade 6 | 202.6 | 7.6 | 3.62% | 197.2 | 13.0 | 6.18% | 202.9 | 7.3 | 3.47% | 210.2 |
| Grade 7 | 210.5 | 3.7 | 1.73% | 211.1 | 3.1 | 1.45% | 213.1 | 1.1 | 0.51% | 214.2 |
| Grade 8 | 211.2 | 6.8 | 3.12% | 204.3 | 13.7 | 6.28% | 209.8 | 8.2 | 3.76% | 218.0 |
| Grade K | 161.3 | -24.7 | -18.08% | 158 | -21.4 | -15.67% | 161.0 | -24.4 | -17.86% | 136.6 |
| Average RIT | 181.1 | | 4.89% | 184.4 | | 4.65% | 185.8 | | 3.73% | |

Kepler Data Baseline Snapshot

Local Formative Assessment - IXL

| <i>Grade</i> | SUM of ELA skills practiced | SUM of ELA skills proficient | SUM of ELA skills mastered | % of Proficiency |
|--------------------|-----------------------------|------------------------------|----------------------------|------------------|
| 1 | 611 | 438 | 387 | 71.69% |
| 2 | 1094 | 759 | 661 | 69.38% |
| 3 | 190 | 102 | 76 | 53.68% |
| 4 | 394 | 234 | 197 | 59.39% |
| 5 | 542 | 337 | 282 | 62.18% |
| 6 | 339 | 186 | 117 | 54.87% |
| 7 | 399 | 231 | 115 | 57.89% |
| 8 | 440 | 259 | 137 | 58.86% |
| K | 624 | 467 | 414 | 74.84% |
| Grand Total | 4633 | 3013 | 2386 | |
| | | 65.03% | 51.50% | |

Kepler Data Baseline Snapshot

Math

Distance from Standard CA Dashboard - Math Indicator 2019

| DSF CA Dashboard Math | All | SED | Hispanic | African American | Students with Disabilities |
|----------------------------|-------|-------|----------|------------------|----------------------------|
| Kepler | -65.3 | -87.8 | -102.8 | -117.4 | -113.6 |
| State | -33.5 | -63.7 | -62.2 | -87.9 | -119.4 |
| Distance from the State | 31.8 | 24.1 | 40.8 | 29.5 | Above the state |
| Growth Goal by Spring 2022 | 40 | 40 | 40 | 40 | 5 |

NWEA Fall 2020 Math

| NWEA MATH Fall 2020 | Black or African American | | | Hispanic or Latino | | | ALL Kepler Students | | | Normal Grade Level RIT |
|---------------------|--|---------------------------|----------------------------------|---|---------------------------|------------------------------------|--|---------------------------|-------------------------------|------------------------|
| | Black or African American Average RIT by Grade Level | DS Normal Grade Level RIT | Distance from Normal Grade Level | Hispanic or Latino Average RIT by Grade Level | DS Normal Grade Level RIT | Distance from Normal Grade Level % | ALL Kepler Students Average RIT by Grade Level | DS Normal Grade Level RIT | Distance Normal Grade Level % | |
| Grade 1 | 152.5 | 7.5 | 4.72% | 160.6 | -0.6 | -0.36% | 159.2 | 0.8 | 0.47% | 160 |
| Grade 2 | 166.6 | 8.4 | 4.79% | 182.7 | -7.7 | -4.38% | 174.9 | 0.1 | 0.06% | 175 |
| Grade 3 | 168.9 | 19.6 | 10.41% | 179.2 | 9.3 | 4.95% | 177.1 | 11.4 | 6.07% | 188.5 |
| Grade 4 | 193.6 | 5.9 | 2.96% | 190.7 | 8.8 | 4.44% | 190.3 | 9.2 | 4.62% | 199.5 |
| Grade 5 | 189.4 | 19.7 | 9.43% | 191.4 | 17.7 | 8.46% | 191.2 | 17.9 | 8.55% | 209.1 |
| Grade 6 | 202.0 | 12.7 | 5.92% | 199.4 | 15.3 | 7.15% | 203.9 | 10.8 | 5.01% | 214.7 |
| Grade 7 | 209.4 | 10.8 | 4.90% | 205.5 | 14.7 | 6.66% | 211.3 | 8.9 | 4.04% | 220.2 |
| Grade 8 | 217.1 | 7.8 | 3.46% | 208.2 | 16.7 | 7.42% | 212.5 | 12.4 | 5.51% | 224.9 |
| Grade K | 170.2 | -30.6 | -21.91% | 164.3 | -24.7 | -17.72% | 168.0 | -28.4 | -20.36% | 139.6 |
| Average RIT | 180.9 | | 5.82% | 186.4 | | 6.51% | 186.5 | | 4.29% | |

Kepler Data Baseline Snapshot

Local Formative Assessment - IXL

| Grade | SUM of Math skills practiced | SUM of Math skills proficient | SUM of Math skills mastered | % of Proficiency |
|--------------------|-------------------------------------|--------------------------------------|------------------------------------|-------------------------|
| 1 | 725 | 503 | 439 | 69.38% |
| 2 | 1290 | 825 | 735 | 63.95% |
| 3 | 379 | 192 | 154 | 50.66% |
| 4 | 574 | 309 | 268 | 53.83% |
| 5 | 898 | 466 | 386 | 51.89% |
| 6 | 1465 | 725 | 475 | 49.49% |
| 7 | 1591 | 767 | 274 | 48.21% |
| 8 | 1620 | 619 | 216 | 38.21% |
| K | 773 | 575 | 527 | 74.39% |
| Grand Total | 9315 | 4981 | 3474 | |
| | | 53.47% | 37.29% | |

ELA Goal

SBAC - The Kepler team will improve DFS for all students as measured by the SBAC* and reported on CA Dashboard by June 2022, with a growth target of 40 points for SED and Hispanic students.
 * Per CDE assessment calendar

NWEA MAP: Kepler will improve grade level RIT scores for all students in reading with a growth target of 10 points for SED and Hispanic students as measured by NWEA MAP from Fall 2021 to Fall 2022.

| | Target 1 - Annual Outcomes | Target 2 - Local Assessments | Target 3 - PL/Coaching | Target 4 - Administrative Activities |
|---|--|---|--|---|
| | What are the top 3 actions to support the growth of each subgroup 40 points in ELA? | What are the top 3 actions you need to take to ensure administration of the local assessments and data are used to inform decision making? | What are your professional learning and coaching needs to ensure the building of staff capacity and student growth? | What activities are needed by administrators to systems, policies, and structures are aligned with program needs? |
| ACTIONS, STRATEGIES, AND INTERVENTIONS USED WITH STUDENTS, STAKEHOLDERS, AND STAFF | <ol style="list-style-type: none"> Ensure fidelity to the base program Engage NY (New York) to fully implement the high-quality curriculum Use culturally responsive strategies to scaffold student learning and differentiate instruction for SED and Hispanic students as part of a balanced literacy approach Use data to inform instruction- increase teacher/staff/administration capacity to access, disaggregate, analyze, and utilize to inform instruction | <ol style="list-style-type: none"> Administer and report local assessments including NWEA MAP aligned to the assessment schedule Adjust master schedules to allow for additional time for intervention, teacher collaboration, and focus on base program Host weekly Professional Learning Communities (PLC) to review identified assessment data, to disaggregate the data, to determine strategies that will be utilized to address the needs of SED and Hispanic students | <ol style="list-style-type: none"> Ensure a trainer/consultant provides professional development to teachers and administrators on Engage NY Ensure a trainer/consultant provides coaching on culturally responsive pedagogy, balanced literacy, UDL, scaffolding, and differentiation for teachers, staff and administrators Ensure trainer/consultant provides ongoing training/coaching to support administration on data analysis, supporting teachers and staff through implementation of Engage NY, using culturally responsive strategies to scaffold student learning and differentiate instruction for SED and Hispanic students as part of balanced literacy approach <ol style="list-style-type: none"> Admin training and support in additional coaching with calibration walks, data, and curriculum Development of clear and concise assessment system: <ol style="list-style-type: none"> establish routine/systems/protocols create a data teams- grade level and vertical and administrative data teams train educational staff and administration to access data and develop data literacy focusing on IXL, NWEA MAP, SBAC, BPST and other local assessments train educational staff (including instructional coach, paraprofessionals) and administrators on data literacy train support staff with PowerSchool SIS to accurately input demographic data | <ol style="list-style-type: none"> Monitor fidelity of curriculum implementation as evidenced by lesson plans, pacing guides, master schedule, and walk-throughs <ol style="list-style-type: none"> Provide timely feedback and support to teaching staff Prepare and present quarterly data to stakeholders <ol style="list-style-type: none"> quarterly to Kepler Board and PAC bi-monthly to the County Accountability Team A member of the admin team will be in attendance at Professional Development opportunities provided to staff and teachers to ensure shared understanding and implementation of strategies Administration Team will meet weekly to discuss: <ol style="list-style-type: none"> school operations data and school performance toward Action Plan addendum items walk-through results, plan staff meeting agendas to do for the week, benefiting communication issues and follow through, system implementation and accountability ideas structure agendas for admin meetings framed by the 4 PLC questions Administration will meet quarterly to: <ol style="list-style-type: none"> review PD schedules-when, how, how often, content audit and report demographic data (maybe more frequently at the start of the school year) check data cycles, assessment calendars and see if changes or adjustments need to be made Administration will meet annually at the beginning and closing of the school year to discuss: <ol style="list-style-type: none"> review and modify protocols/tools/checklists develop detailed planning of the school year leaving room to change when necessary determine data review cycles, create calendars (i.e. assessment calendars, master calendars, etc.) and master schedule, classroom schedules determine curricular needs for next school year Kepler administration will immediately: <ol style="list-style-type: none"> create protocols/tools/checklists to ensure staff understand what is expected of them create ways to communicate with staff (principal newsletter, staff meetings, when that communication will happen, how, how often, who) determine our evaluation cycles- who, when how often, and the format for evaluating educational staff review and update the Kepler schedule (assessment calendar including data checkpoints and accountability check-in, master calendar) Administration will meet with FCSS coaches, as per contracted days for: <ol style="list-style-type: none"> consultant check-ins classroom walk-through and feedback coaching FCSS network meetings continued develop and refine of the PLC model |
| Date Implem. | Spring 2021>>> Spring 2022 | Fall 2021 Every 8 weeks | Spring 2021 >>> Spring 2022 | Spring 2021 >>> Spring 2022 |
| Personnel (Owner bold) | Kepler Leadership Team- Executive Director -3 , Director of Student Services, Principal -1&2 Instructional Coach Educational staff, including paraprofessionals | Kepler Leadership Team- Executive Director, Director of Student Services 1&2 , Principal Instructional Coach - 3 Educational staff IT Department | Kepler Leadership Team- Executive Director - 1 , Director of Student Services, Principal- 2-4.a-e Instructional Coach Educational staff, including paraprofessionals Support staff | Kepler Leadership Team- 1-8 - Executive Director, Director of Student Services, Principal |
| Evidence | Stakeholder survey feedback Research the science behind the curriculum and its impact on significant populations- SED and Hispanic. Intervention rosters Pre-/ post- test results NWEA scores Revised Master Schedule | Copies of Mid-Quarter Results (8 times per year) to Parent/Guardian(s) Sample Progress Form Progress Monitoring Pre- and Post-Assessments | Meeting agendas, attendance, materials and summary pages, Post-training survey Lesson plans Classroom walk-through forms | Action Plan Rating for Implementation, Fidelity and Completion Admin meeting agendas and minutes Board Agendas and Minutes Stakeholder Surveys Calendars |
| Impact on learning/results (summary of impact of learning/training) | | | | |

Math Goal

SBAC - The Kepler team will improve DFS for all students as measured by the SBAC* and reported on CA Dashboard by June 2022, with a growth target of 40 points for SED and Hispanic students.

* Per CDE assessment calendar

NWEA MAP: Kepler will improve grade level RIT scores for all students in math with a growth target of 10 points for SED and Hispanic students as measured by NWEA MAP from Fall 2021 to Fall 2022.

| Math | Target 1 - Annual Outcomes | Target 2 - Local Assessments | Target 3 - PL/Coaching | Target 4 - Administrative Activities |
|---|--|---|--|---|
| | What are the top 3 actions to support the growth of each subgroup 40 points in Math? | What are the top 3 actions you need to take to ensure administration of the local assessments and data are used to inform decision making? | What are your professional learning and coaching needs to ensure the building of staff capacity and student growth? | What activities are needed by administrators to systems, policies, and structures are aligned with program needs? |
| ACTIONS, STRATEGIES, AND INTERVENTIONS USED WITH STUDENTS, STAKEHOLDERS, AND STAFF | <p>1. Ensure fidelity to the base program Eureka Math to fully implement the high-quality curriculum</p> <p>2. Use culturally responsive strategies to scaffold student learning and differentiate instruction for SED and Hispanic students.</p> <p>3. Use data to inform instruction-increase teacher/staff /administration capacity to access, disaggregate, analyze, and utilize to inform instruction</p> | <p>1. Administer and report local assessments including NWEA MAP aligned to the assessment schedule</p> <p>2. Adjust master schedules to allow for additional time for intervention, teacher collaboration, and focus on base program</p> <p>3. Host weekly Professional Learning Communities (PLC) to review identified assessment data, to disaggregate the data, to determine strategies that will be utilized to address the needs of SED and Hispanic students</p> | <p>1. Ensure a trainer/consultant provides professional development to teachers and administrators on Eureka Math</p> <p>2. Ensure a trainer/consultant provides coaching on culturally responsive pedagogy, UDL, scaffolding, and differentiation for teachers, staff and administrators</p> <p>3. Ensure trainer/consultant provides ongoing training/coaching to support administration on data analysis, supporting teachers and staff through implementation of Eureka Math, using culturally responsive strategies to scaffold student learning and differentiate instruction for SED and Hispanic students</p> <p>a. Admin training and support in additional coaching with calibration walks, data, and curriculum</p> <p>4. Develop of clear and concise assessment system:</p> <p>a. establish routine/systems/protocols</p> <p>b. create a data teams- grade level and vertical and administrative data teams</p> <p>c. train educational staff and administration to access data and develop data literacy focusing on IXL, NWEA MAP, SBAC, BPST and other local assessments</p> <p>d. train educational staff (including - instructional coach, paraprofessionals) and administrators on data literacy</p> <p>e. train support staff with PowerSchool SIS to accurately input demographic data</p> | <p>1. Monitor fidelity of curriculum implementation as evidenced by lesson plans, pacing guides, master schedule, and walk-throughs</p> <p>a. Provide timely feedback and support to teaching staff</p> <p>2. Prepare and present data to stakeholders</p> <p>a. quarterly to Kepler Board and PAC</p> <p>b. bi-monthly to the County Accountability Team</p> <p>3. A member of the admin team will be in attendance at Professional Development opportunities provided to staff and teachers to ensure shared understanding and implementation of strategies</p> <p>4. Administration Team will meet weekly to discuss:</p> <p>a. school operations</p> <p>b. data and school performance toward Action Plan addendum items</p> <p>c. walk-through results,</p> <p>d. plan staff meeting agendas to do for the week,</p> <p>e. benefiting communication issues and follow through, system implementation and accountability ideas</p> <p>f. structure agendas for admin meetings framed by the 4 PLC questions</p> <p>5. Administration will meet quarterly to:</p> <p>a. review PD schedules-when, how, how often, content</p> <p>b. audit and report demographic data (maybe more frequently at the start of the school year)</p> <p>c. check data cycles, assessment calendars and see if changes or adjustments need to be made</p> <p>6. Administration will meet annually at the beginning and closing of the school year to discuss:</p> <p>a. review and modify protocols/tools/checklists</p> <p>b. develop detailed planning of the school year leaving room to change when necessary</p> <p>c. determine data review cycles,</p> <p>d. create calendars (i.e. assessment calendars, master calendars, etc.) and master schedule, classroom schedules</p> <p>e. determine curricular needs for next school year</p> <p>7. Kepler administration will immediately:</p> <p>a. create protocols/tools/checklists to ensure staff understand what is expected of them</p> <p>b. create ways to communicate with staff (principal newsletter, staff meetings, when that communication will happen, how, how often, who)</p> <p>c. determine our evaluation cycles- who, when how often, and the format for evaluating educational staff</p> <p>d. review and update the Kepler schedule (assessment calendar including data checkpoints and accountability check-in, master calendar)</p> <p>8. Administration will meet with FCSS coaches, as per contracted days for:</p> <p>a. consultant check-ins</p> <p>b. classroom walk-through and feedback coaching</p> <p>c. FCSS network meetings</p> <p>d. continued develop and refine of the PLC model</p> |
| Date Implem. | Spring 2021>>> Spring 2022 | Fall 2021 Every 8 weeks | Spring 2021 >>> Spring 2022 | Spring 2021 >>> Spring 2022 |
| Personnel | Kepler Leadership Team- Executive Director -3 , Director of Student Services, Principal -1&2 | Kepler Leadership Team- Executive Director, Director of Student Services 1&2 , Principal | Kepler Leadership Team- Executive Director 1 , Director of Student Services, Principal- 2-4.a-e | Kepler Leadership Team- Executive Director, Director of Student Services, Principal 1-8 |
| | Instructional Coach | Instructional Coach - 3 | Instructional Coach | |
| | Educational staff, including paraprofessionals | Educational staff IT Department | Educational staff, including paraprofessionals | |
| Evidence | Stakeholder survey feedback Research the science behind the curriculum and its impact on significant populations- SED and Hispanic. Intervention rosters Pre-/ post- test results NWEA scores Revised Master Schedule | Copies of Mid-Quarter Results (8 times per year) to Parent/Guardian(s) Sample Progress Form Progress Monitoring Pre- and Post-Assessments | Meeting agendas, attendance, materials and summary pages, post-training survey Lesson plans Classroom walk-through forms | Action Plan Rating for Implementation, Fidelity and Completion Admin meeting agendas and minutes Board Agendas and Minutes Stakeholder Surveys Calendars |
| Impact on learning/results (summary of impact of learning/training) | | | | |



Justification of Goals and Actions

The Kepler Team needed to identify our deficits, specifically with our socioeconomically disadvantaged (SED) students and Hispanic students. The outcome of the activities mentioned in the Description of Action Planning allowed the Kepler Team the ability to articulate the goals and execute the actions to address and improve student achievement for SED students and Hispanic students.

The implemented action plan will increase student achievement at Kepler, especially for SED students and Hispanic students. The Kepler Team has garnered information about the action plan addendum from teachers, staff, and administrators during Professional Learning Communities during the first two weeks of February 2021 and with the Kepler Board on February 17, 2021. Parents and guardians received the information via Remind, the website, and in the school office. The purpose was for all stakeholders to take ownership of the action plan addendum and its implementation. All stakeholders have been encouraged to provide the Kepler Team with continuous feedback throughout the process and implementation.






Kepler NS Charter Petition Addendum and Action Plan Feb 17 2021

Final Audit Report

2021-02-17

| | |
|-----------------|--|
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| By: | Rachel Kuhtz (r.kuhtz@keplerschool.org) |
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