

KIPP Summit Academy Middle School Model Programs and Practices

School Information

CDS (County District School) Code: 01 61309 0114421

County: Alameda District

(Local Educational Agency): KIPP Bay Area Public schools

School: KIPP Summit Academy Middle School

Enrollment: 412 students

Location Description: Urban

Title I Funded: Yes

Type of Program: School-wide

School Calendar: Traditional

Charter: Yes

Overview

KIPP Summit is a fifth through eighth-grade middle school operating in the San Lorenzo Unified School District, which opened in 2003. Since its inception, KIPP Summit has been dedicated to providing students with the knowledge, skills, and character strengths they will need to succeed in college preparatory high schools, colleges, and the competitive world beyond. The first class of KIPP Summit alumni entered college in 2011 and graduated in 2015.

Throughout our journey, we consistently seek to improve and grow our practice. We researched best practices that would serve our students and made the shift toward becoming a literacy-based school. In 2014-2015, we were awarded the National Blue Ribbon, and have consistently been considered a top school by Innovate Public Schools since 2015.

Model Program and Practices

Name of Model Program/Practice: Independent Reading and Response to Intervention (RTI)

Length of Model Program/Practice: 4-8 years

Target Area(s): Closing the Achievement Gap, Education Supports

Target Population(s): Black or African American, Hispanic, Two or More Races, Socioeconomically Disadvantaged, English Learners

Strategies Used: School Climate, Data-Driven Decision Making, Social/Emotional/Behavioral Support

Description

To transform our practice, a team of teachers and administrators worked on a research project in 2010 to address the needs of our fifth graders, who enter, on average, at second-grade reading level. That research resulted in KIPP Summit refocusing itself as a “literacy school.” This means that at KIPP Summit, every teacher is a literacy teacher and building passionate readers is core to our mission. Also, KIPP Summit began to adopt a Literacy, Workshop Based approach from Columbia Teacher’s College Reading and Writing Project. Actions were taken, and as a result, the daily schedule was changed to allow for two Response to Intervention (RTI) periods each day, and a rigorous independent reading program that ensured that students had access to rich and diverse texts. With the goal of building a love of reading while also intensively and strategically supporting students, we aim to ensure that each and every student can get the support they need and graduate 92%-98% of our 8th graders on grade level.

To support our teachers who focus on independent reading, we ensure that we have libraries that reflect our students’ interests. Each of our twelve homerooms is equipped with a budget to fund libraries. The students help pick the books that are most popular currently via Google Surveys and paper voting sheets. Students are also conferred with about their reading and pushed to find books that are just right for their interests but also their reading level. Students that need more support gaining stamina are given more rigorous supports by their homeroom teachers.

To support our RTI groups, that have a guided reading component, we also have a Guided Reading library. This teacher library features multiple fiction and non-fiction book sets for all Fountas & Pinnell Levels. Teachers recommend more high interest reads so book clubs can remain exciting and nurturing. To support in the assessment and creating of groups we added a Literacy Specialist role who serves our English Language Learning students as well as trains our teachers in literacy best practices, and is responsible for creating RTI groups every six weeks based on current reading level data.

The goal of the model program is to ensure that both students in the independent reading blocks and RTI Guided Reading Groups make 2-1.5 years of growth each year until they are on grade level. That means for each six-week cycle, RTI teachers, who focus on guided reading, aim to grow students one to two levels each six-week cycle. We consistently reflect on what teaching practices were effective with which students. We also ensure that we have more professional development that reflects which skills guided reading and independent reading teachers need to support students throughout the year.

Our goal is that any student below grade level makes accelerated growth between 1-2 years and is able to end 8th grade, on grade level. For our parents, we want to help support each caregiver in being able to help their children choose “Just Right Books” that stretch their

students and are interesting for them to read each night. We also want caregivers and family members to be able to speak with students about their reading level and their goals for each year and to access teachers via parent-teacher conferences or at annual events.

Since the majority of our students participate in RTI groups or book clubs at least once in their school career, this system of intervention impacts almost every student in our school. Also, as the majority of students begin to approach grade level in 7th grade the students begin to exceed grade level and students are then challenged to attain new levels of critical thinking and seek to grow beyond grade level.

Also, because so many of our students participate, RTI groups are named “book clubs” and very much a part of our school wide culture. Therefore students with IEPs, or 504s, or our English Language Learners, are grouped with a variety of students and have access to equal learning spaces. Furthermore, since students are in mixed groupings, but in a small setting, they have a unique chance to engage with an adult and build relationships across grade levels and departments. This sense of belonging that grows in book clubs helps students find new mentors on campus and also helps add an additional layer of accountability for our students who may not be attending school as often. Our book club teachers often follow up with students and ask what is keeping them from attending, since they only have six weeks to work with each group of students.

With regards to social-emotional learning, we truly believe that students learn through the power of stories. As they check in with their book club teachers they are asked about what they are learning from characters choices and asked to make connections to their own lives.

Implementation & Monitoring of Model Program/Practice:

We have implemented our program via our professional development, mentorship and modeling, assessment, and reflection. The Literacy Specialist is responsible for training each and every adult how to run a guided reading group or lead an independent reading block that results in student growth. Via multiple sessions and resources that are shared in a guide book, teachers learn how to teach independent reading skills and how to assess. Before a teacher is able to lead their own guided reading group, they shadow one to two teachers and conference with students in the guided reading group themselves. They also reflect on what the strengths of their mentors are and provide feedback to their mentor teacher. As the six weeks are over we assess each student that participated in a guided reading group, which is around seventy students per round. After the results come back, teachers reflect on what students strengths are and what areas of growth they have as guided reading teachers. The data is posted publically to teachers and they can ask successful teachers for tips on how to plan for groups that result in student growth. After the reflection period, the trends are analyzed by the Literacy Specialist and supports the planning of future professional development topics.

To share with our broader community we inform parents of their students progress and our school-wide progress twice a year in parent events. We also send home reading reflection sheets that students can share with their families regarding their reading level. Parents are welcomed to participate in workshops that will help support their readers at home.

For readers that we hope to support we also schedule parent conferences with families to discuss ways that we can partner around reading at school and beyond.

Beyond sharing at events, we seek our parents' feedback. We ask our parents to rate our school twice a year and review the data to ensure that we are growing in how we engage them. Also through our School Site Council Meetings, we are learning more and more about what parents want for students and how to help their children.

Results & Outcomes

As a result of these efforts, we saw a significant achievement for our SBAC scores. From 2015- 2018 we have ranged from 80%-85% meets or exceeds in ELA. We also in the past year have achieved 73% meets or exceed for our students that qualify for free or reduced-price lunch. We are also excited to be considered an Innovate Public School for ensuring that Latino

We will consistently analyze year over year data to assess which rounds were most successful, which strategies were successful and support for and to decide which students need more intensive support. We also look and review which skills students need the most support in and plan professional development on how to teach each skill.