

**Arkansas Comprehensive School Improvement Plan**

**2014-2015**

The mission of KIPP Delta Public Schools is to create and support schools that empower students from underserved communities to develop the knowledge, skills, and character traits necessary to pursue a college education and a life of value, joy, and integrity.

Grade Span:

Title I: Not Applicable

School Improvement:

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**Table of Contents**

**Priority 1: Operational Support**

**Goal:** To continue to improve the academic achievement for all students in literacy, math, and science.

**Priority 2: School Safety**

**Goal:** KIPP Delta Public Schools seek to maintain a 100% drug-free and violence-free school setting.

**Priority 3: Student Wellness**

**Goal:** The District will provide support for students in making Healthy Lifestyle Choices by implementing systems to aid in decreasing the average BMI on routine annual student screening and increasing collaboration between all segments of the school community in support of positive lifestyle choices.

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Priority 1: The District will provide the financial and operational supported needed to allow our school staff to focus daily on raising the academic achievement level for all of our students in literacy, math, and science.

Supporting Data:

1. 2010-2011 Number of Teachers: KIPP Delta ELA: 11 KIPP Delta College Prep: 14 KIPP Delta Collegiate High: 14 KIPP Blytheville College Prep: 3 2011-2012 Number of Teachers: KIPP Delta ELA: 18 KIPP Delta College Prep: 15 KIPP Delta Collegiate High: 17 KIPP Blytheville College Prep: 7 2012-2013 Number of Teachers: KIPP Delta ELA: 34 KIPP Delta College Prep: 19 KIPP Delta Collegiate High: 15 KIPP Blytheville College Prep: 19 2013-2014 Number of Teachers: KIPP Delta ELA: 33 KIPP Delta College Prep: 23 KIPP Delta Collegiate High: 20 KIPP Blytheville College Prep: 18 2010-2011 Number of Students KIPP Delta ELA: 163 KIPP Delta College Prep: 237 KIPP Delta Collegiate High: 179 KIPP Blytheville College Prep: 65 2011-2012 Number of Students KIPP Delta ELA: 259 KIPP Delta College Prep: 279 KIPP Delta Collegiate High: 205 KIPP Blytheville College Prep: 122 2012-2013 Number of Students KIPP Delta ELA: 359 KIPP Delta College Prep: 320 KIPP Delta Collegiate High: 244 KIPP Blytheville College Prep: 248 2013-2014 Number of Students KIPP Delta ELA: 409 KIPP Delta College Prep: 300 KIPP Delta Collegiate High: 250 KIPP Blytheville College Prep: 275 2014-2015 Number of Teachers: KIPP Delta ELA: 39.41 FTEs KIPP Delta College Prep: 19.90 FTEs KIPP Delta Collegiate High: 18.57 FTEs KIPP Blytheville College Prep: 20.77 FTEs KIPP Blytheville Collegiate Prep: 6.23 FTEs 2013-2014 Number of Students KIPP Delta ELA: 431 KIPP Delta College Prep: 300 KIPP Delta Collegiate High: 238 KIPP Blytheville College Prep: 308 KIPP Blytheville Collegiate Prep: 54
2. Delta College Prep AYP Data: 2011 AYP Status: Achieving (Ach) Met Standards for Mathematics: NO Met Standards for Literacy: NO Met Standards for Attendance: YES Overall Math Status: A Overall Literacy Status: A Overall Attend Status: MS Prior Year AYP Status: Achieving (Ach) Met Standards for Mathematics: YES Met Standards for Literacy: YES Met Standards for Attendance: YES Overall Math Status: MS Overall Literacy Status: MS Overall Attend Status: MS Prior Year AYP Status: Achieving (Ach) AYP Group: 9 - 12 Grade Range: 9 - 12 Minimum N\*: 40 Met Graduation Targets of 70%: YES Met Graduation Goal of 85%: YES Qtrs. 1-3 Average ADM: 174.29 Smart Accountability Index: 100% Number of Groups Met AYP: 6 Number of Groups greater than or equal to 40: 6 Blytheville College Prep AYP Data: 2011 AYP Status: Achieving (Ach) Met Standards for Mathematics: YES Met Standards for Literacy: YES Met Standards for Attendance: YES Overall Math Status: MS Overall Literacy Status: MS Overall Attend Status: MS Prior Year AYP Status: Achieving ( ) AYP Group: 6 - 8 Grade Range: 5 - 8 Minimum N\*: 40 Attendance Goal: 91.13% Met Attendance Goal: YES Qtrs. 1-3 Average ADM: 59.85 Smart Accountability Index: 100% Number of Groups Met AYP: 6 Number of Groups greater than or equal to 40: 6 2012-2013 KIPP Delta Elementary Literacy Academy: Grades: K - 04 Enrollment: 360 Qtrs. 1 - 3 ADM: 353 Attendance (3 QTR AVG): 95.34 Poverty Rate: 91.11 ESEA Flexibility Indicators 2013 All Students # Achieved: MATH: 112 LIT: 101 # Tested: MATH: 127 LIT: 127 Percentage: MATH: 88.2% LIT: 79.5% 2013 AMO: MATH: 91.7% LIT: 77.8% Targeted Achievement Gap # Achieved: MATH: 105 LIT: 95 # Tested: MATH: 120 LIT: 120 Percentage: MATH: 87.5% LIT: 79.2% 2013 AMO: MATH: 91.7% LIT: 77.8% ESEA Subgroups 2013 African American # Achieved: MATH: 107 LIT: 96 # Tested: MATH: 121 LIT: 121 Percentage: MATH: 88.4% LIT: 79.3% 2013 AMO: MATH: 72.1% LIT: 75.8% Hispanic # Achieved: MATH: 1 LIT: 1 # Tested: MATH: 1 LIT: 1 Percentage: MATH: 100% LIT: 100% 2013 AMO: MATH: 89.6% LIT: 72.2% White # Achieved: MATH: 2 LIT: 2 # Tested: MATH: 2 LIT: 2 Percentage: MATH: 100% LIT: 100% 2013 AMO: MATH: 64.3% LIT: 88.1% Economically Disadvantaged # Achieved: MATH: 105 LIT: 95 # Tested: MATH: 120 LIT: 120 Percentage: MATH: 87.5% LIT: 79.2% 2013 AMO: MATH: 71.0% LIT: 74.6% Students with Disabilities # Achieved: MATH: 5 LIT: 4 # Tested: MATH: 9 LIT: 9 Percentage: MATH: 55.6% LIT: 44.4% 2013 AMO: MATH: 47.0% LIT: 25.9% KIPP Delta College Preparatory School: Grades: 05 - 08 Enrollment: 320 Qtrs. 1 - 3 ADM: 313.9 Attendance (3 QTR AVG): 96.42 Poverty Rate: 86.56 ESEA Flexibility Indicators 2013 All Students # Achieved: MATH: 217 LIT: 221 # Tested: MATH: 316 LIT: 276 Percentage: MATH: 68.7% LIT: 80.1% 2013 AMO: MATH: 65.1% LIT: 76.4% Targeted Achievement Gap # Achieved: MATH: 181 LIT: 188 # Tested: MATH: 275 LIT: 241 Percentage: MATH: 65.8% LIT:

78.0% 2013 AMO: MATH: 66.6% LIT: 74.3% ESEA Subgroups 2013 African American # Achieved: MATH: 204 LIT: 208 # Tested: MATH: 302 LIT: 263 Percentage: MATH: 67.6% LIT: 79.1% 2013 AMO: MATH: 68.1% LIT: 76.0% Hispanic # Achieved: MATH: 4 LIT: 3 # Tested: MATH: 4 LIT: 3 Percentage: MATH: 100% LIT: 100% 2013 AMO: MATH: 100% LIT: 79.2% White # Achieved: MATH: 8 LIT: 9 # Tested: MATH: 9 LIT: 9 Percentage: MATH: 88.9% LIT: 100% 2013 AMO: MATH: 100% LIT: 100% Economically Disadvantaged # Achieved: MATH: 181 LIT: 187 # Tested: MATH: 273 LIT: 239 Percentage: MATH: 66.3% LIT: 78.2% 2013 AMO: MATH: 66.6% LIT: 74.3% Students with Disabilities # Achieved: MATH: 1 LIT: 2 # Tested: MATH: 15 LIT: 15 Percentage: MATH: 6.7% LIT: 13.3% 2013 AMO: MATH: 44.4% LIT: 16.7% KIPP Delta Collegiate High School: Grades: 09 – 12 Enrollment: 247 Qtrs. 1 – 3 ADM: 235.4 Attendance (3 QTR AVG): 96.12 Qtrs. 1 – 3 ADM: 235.4 Poverty Rate: 85.83 ESEA Flexibility Indicators 2013 All Students # Achieved: MATH: 51 LIT: 36 # Tested: MATH: 75 LIT: 49 Percentage: MATH: 68.0% LIT: 73.5% 2013 AMO: MATH: 81.9% LIT: 69.8% Targeted Achievement Gap # Achieved: MATH: 47 LIT: 30 # Tested: MATH: 70 LIT: 43 Percentage: MATH: 67.1% LIT: 69.8% 2013 AMO: MATH: 80.4% LIT: 69.3% ESEA Subgroups 2013 African American # Achieved: MATH: 50 LIT: 34 # Tested: MATH: 74 LIT: 47 Percentage: MATH: 67.6% LIT: 72.3% 2013 AMO: MATH: 82.5% LIT: 68.8% Hispanic # Achieved: MATH: 1 LIT: 1 # Tested: MATH: 1 LIT: 1 Percentage: MATH: 100% LIT: 100% 2013 AMO: MATH: 100% LIT: 72.2% Economically Disadvantaged # Achieved: MATH: 47 LIT: 30 # Tested: MATH: 70 LIT: 43 Percentage: MATH: 67.6% LIT: 69.8% 2013 AMO: MATH: 82.5% LIT: 69.3% Students with Disabilities # Achieved: MATH: 1 LIT: 3 # Tested: MATH: 3 LIT: 6 Percentage: MATH: 33.3% LIT: 50.0% 2013 AMO: MATH: 52.4% LIT: 16.7% KIPP Blytheville College Preparatory School: Grades: 04 – 08 Enrollment: 234 Qtrs. 1 – 3 ADM: 230.9 Attendance (3 QTR AVG): 97.19 Poverty Rate: 76.92 ESEA Flexibility Indicators 2013 All Students # Achieved: MATH: 163 LIT: 158 # Tested: MATH: 223 LIT: 201 Percentage: MATH: 73.1% LIT: 78.6% 2013 AMO: MATH: 72.8% LIT: 76.2% Targeted Achievement Gap # Achieved: MATH: 122 LIT: 124 # Tested: MATH: 175 LIT: 160 Percentage: MATH: 69.7% LIT: 77.5% 2013 AMO: MATH: 71.1% LIT: 76.2% ESEA Subgroups 2013 African American # Achieved: MATH: 133 LIT: 127 # Tested: MATH: 181 LIT: 164 Percentage: MATH: 73.5% LIT: 77.4% 2013 AMO: MATH: 72.1% LIT: 75.8% Hispanic # Achieved: MATH: 2 LIT: 4 # Tested: MATH: 5 LIT: 5 Percentage: MATH: 40.0% LIT: 80.0% 2013 AMO: MATH: 89.6% LIT: 72.2% White # Achieved: MATH: 14 LIT: 17 # Tested: MATH: 22 LIT: 21 Percentage: MATH: 63.6% LIT: 81.0% 2013 AMO: MATH: 64.3% LIT: 77.4% Economically Disadvantaged # Achieved: MATH: 120 LIT: 123 # Tested: MATH: 173 LIT: 159 Percentage: MATH: 69.4% LIT: 77.4% 2013 AMO: MATH: 71.0% LIT: 74.6% Students with Disabilities # Achieved: MATH: 5 LIT: 3 # Tested: MATH: 16 LIT: 14 Percentage: MATH: 31.3% LIT: 21.4% 2013 AMO: MATH: 47.0% LIT: 25.9% 2014 KIPP Delta Elementary Literacy Academy: Grades: K – 04 Enrollment: 383 Qtrs. 1 – 3 ADM: 372 Attendance (3 QTR AVG): 95.30 Poverty Rate: 91.61 ESEA Flexibility Indicators 2014 (Preliminary) All Students # Achieved: MATH: 88 LIT: 100 # Tested: MATH: 135 LIT: 130 Percentage: MATH: 65.2% LIT: 74.1% 2014 AMO: MATH: 92.6% LIT: 80.3% Targeted Achievement Gap # Achieved: MATH: 80 LIT: 92 # Tested: MATH: 126 LIT: 126 Percentage: MATH: 63.5% LIT: 73.0% 2014 AMO: MATH: 92.6% LIT: 80.3% ESEA Subgroups 2014 (Preliminary) African American # Achieved: MATH: 79 LIT: 91 # Tested: MATH: 126 LIT: 126 Percentage: MATH: 62.7% LIT: 72.2% 2014 AMO: MATH: 92.6% LIT: 80.7% Hispanic # Achieved: MATH: 2 LIT: 2 # Tested: MATH: 2 LIT: 2 Percentage: MATH: 100% LIT: 100% 2014 AMO: MATH: 100% LIT: 100% White # Achieved: MATH: 4 LIT: 4 # Tested: MATH: 4 LIT: 4 Percentage: MATH: 100% LIT: 100% 2014 AMO: MATH: 100% LIT: 100% Economically Disadvantaged # Achieved: MATH: 79 LIT: 91 # Tested: MATH: 126 LIT: 125 Percentage: MATH: 62.5% LIT: 72.8% 2014 AMO: MATH: 92.6% LIT: 80.3% Students with Disabilities # Achieved: MATH: 7 LIT: 4 # Tested: MATH: 13 LIT: 13 Percentage: MATH: 53.9% LIT: 30.7% 2014 AMO: MATH: 46.6% LIT: 44.7% KIPP Delta College Preparatory School: Grades: 05 – 08 Enrollment: 305 Qtrs. 1 – 3 ADM: 302 Attendance (3 QTR AVG): 95.65 Poverty Rate: 91.8 ESEA Flexibility Indicators 2014 (Preliminary) All Students # Achieved: MATH: 220 LIT: 222 # Tested: MATH: 321 LIT: 276 Percentage: MATH: 68.5% LIT: 80.43% 2014 AMO: MATH: 72.2% LIT: 78.8% Targeted Achievement Gap # Achieved: MATH: 195 LIT: 202 # Tested: MATH: 295 LIT: 256 Percentage: MATH: 66.1% LIT: 78.9% 2014 AMO: MATH: 69.9% LIT: 76.9% ESEA Subgroups 2014 (Preliminary) African American # Achieved: MATH: 210 LIT: 211 # Tested: MATH: 307 LIT: 264 Percentage: MATH: 68.4% LIT: 79.8% 2014 AMO: MATH: 71.3% LIT: 78.4% Hispanic # Achieved: MATH: 1 LIT: 2 # Tested: MATH: 2 LIT: 2 Percentage: MATH: 50% LIT: 100% 2014 AMO: MATH: 100% LIT: 81.3% White # Achieved: MATH: 7 LIT: 7 # Tested: MATH: 10 LIT: 8 Percentage: MATH: 70.0% LIT: 87.5% 2014 AMO: MATH: 100% LIT: 100% Economically Disadvantaged # Achieved: MATH: 195 LIT: 201 # Tested: MATH: 293 LIT: 254 Percentage: MATH: 66.5% LIT: 79.1% 2014 AMO: MATH: 69.9% LIT: 76.9% Students with Disabilities # Achieved: MATH: 2 LIT: 4 # Tested: MATH: 21 LIT: 21 Percentage: MATH: 9.5% LIT: 19.1% 2014 AMO: MATH: 25.0% LIT: 25% KIPP Delta Collegiate High School: Grades: 09 – 12 Enrollment: 217 Qtrs. 1 – 3 ADM: 211 Attendance (3 QTR AVG): 95.03 Poverty Rate: 85.25 ESEA Flexibility Indicators 2014 (Preliminary) All Students # Achieved: MATH: 54 LIT: 36 # Tested: MATH: 67 LIT: 38 Percentage: MATH: 80.6% LIT: 94.7% 2014 AMO: MATH: 83.8% LIT: 73.0% Targeted Achievement Gap # Achieved: MATH: 51 LIT: 28 # Tested: MATH: 63 LIT: 29 Percentage: MATH: 81.0% LIT: 96.6% 2014 AMO: MATH: 82.4% LIT: 72.3% ESEA Subgroups 2014 (Preliminary) African American # Achieved: MATH: 54 LIT: 35 # Tested: MATH: 67 LIT: 37 Percentage: MATH: 80.6% LIT: 94.6% 2014 AMO: MATH: 83.8% LIT: 71.8% Hispanic # Achieved: MATH: 0 LIT: 0 # Tested: MATH: 0 LIT: 0 Percentage: MATH: 0 LIT: 0 2014 AMO: MATH: 0 LIT: 0 Economically Disadvantaged # Achieved: MATH: 50 LIT: 28 # Tested: MATH: 62 LIT: 29 Percentage: MATH: 80.7% LIT: 96.6% 2014 AMO: MATH: 82.4% LIT: 72.4% Students with Disabilities # Achieved: MATH: 6 LIT: 0 # Tested: MATH: 8 LIT: 0 Percentage: MATH: 75% LIT: 0 2014 AMO: MATH: 25% LIT: 0 KIPP Blytheville College Preparatory School: Grades: 04 – 08 Enrollment: 271 Qtrs. 1 – 3 ADM: 277 Attendance (3 QTR AVG): 96.9 Poverty Rate: 80.4 ESEA Flexibility Indicators 2014 (Preliminary) All Students # Achieved: MATH: 198 LIT: 188 # Tested: MATH: 310 LIT: 258 Percentage: MATH: 63.9% LIT: 72.9% 2014 AMO: MATH: 83.3% LIT: 80.6% Targeted Achievement Gap # Achieved: MATH: 157 LIT: 154 # Tested: MATH: 253 LIT: 214 Percentage: MATH: 62.1% LIT: 72.0% 2014 AMO: MATH: 85% LIT: 80.5% ESEA Subgroups 2014 (Preliminary) African American # Achieved: MATH: 165 LIT: 151 # Tested: MATH: 253 LIT: 207 Percentage: MATH: 65.2% LIT: 73.0% 2014 AMO: MATH: 84.3% LIT: 80.8% Hispanic # Achieved: MATH: 3 LIT: 8 # Tested: MATH: 10 LIT: 10 Percentage: MATH: 30% LIT: 80.0% 2014 AMO: MATH: 62.5% LIT: 62.5% White # Achieved: MATH: 15 LIT: 20 # Tested: MATH: 31 LIT: 30 Percentage: MATH: 48.4% LIT: 66.7% 2014 AMO: MATH: 62.5% LIT: 81.3% Economically Disadvantaged # Achieved: MATH: 154 LIT: 151 # Tested: MATH: 249 LIT: 211 Percentage: MATH: 61.9% LIT: 71.6% 2014 AMO: MATH: 84.7% LIT: 80.1% Students with Disabilities # Achieved: MATH: 7 LIT: 5 # Tested: MATH: 20 LIT: 18 Percentage: MATH: 35% LIT: 27.8% 2014 AMO: MATH: 50% LIT: 50%

3. KIPP Delta Elementary Literacy Academy: 3-year Average Performance: 2011-2014 (Preliminary) All Students # Achieved: MATH: 259 LIT: 250 # Tested: MATH: 327 LIT: 327 Percentage: MATH: 79.2% LIT: 76.5% 2013 AMO: MATH: 92.6% LIT: 80.3% Targeted Achievement Gap # Achieved: MATH: 244 LIT: 236 # Tested: MATH: 311 LIT: 311 Percentage: MATH: 78.5% LIT: 75.9% 2013 AMO: MATH: 92.6% LIT: 80.3% KIPP Delta College Preparatory School: 3-year Average Performance: 2011-2014 (Preliminary) All Students # Achieved: MATH: 662 LIT: 646 # Tested: MATH: 969 LIT: 813 Percentage: MATH: 68.3% LIT: 79.5% 2013 AMO: MATH: 72.2% LIT: 76.9% Targeted Achievement Gap # Achieved: MATH: 570 LIT: 568 # Tested: MATH: 868 LIT: 732 Percentage: MATH: 65.7% LIT: 77.6% 2013 AMO: MATH: 69.9% LIT: 76.8% KIPP Delta Collegiate High School: 3-year Average Performance: 2011-2014 (Preliminary) All Students # Achieved: MATH: 139 LIT: 111 # Tested: MATH: 177 LIT: 129 Percentage: MATH: 78.5% LIT: 86.1% 2013 AMO: MATH: 83.8% LIT: 73.0% Targeted Achievement Gap # Achieved: MATH: 129 LIT: 88 # Tested: MATH: 165 LIT: 105 Percentage: MATH: 78.2% LIT: 83.8% 2013 AMO: MATH: 82.4% LIT: 73% KIPP Blytheville College Preparatory School: 3-year Average Performance: 2011-2014 (Preliminary) All Students # Achieved: MATH: 441 LIT: 431 # Tested: MATH: 638 LIT: 564 Percentage: MATH: 69.1% LIT: 76.4% 2013 AMO: MATH: 83.3% LIT: 80.5% Targeted Achievement Gap # Achieved: MATH: 441 LIT: 348 # Tested: MATH: 514 LIT: 460 Percentage: MATH: 66.5% LIT: 75.7% 2013 AMO: MATH: 85% LIT: 80.5%
4. Trend Analysis: After reviewing the faculty and student growth and AYP status, the KIPP Delta Central Office finds it important to ensure a strong support network for a growing number of teachers and students. Our teaching staff grew from 57 in 2010-2011 to over 104 in 2014-2015 as well as increasing the number of staff members in leadership/development roles. Our student population grew from 865 to 1300 over the same time period. Our challenge will be providing support to ensure AYP and improve proficiency levels on the state benchmark compared to our three year averages. In particular we will strive to support our five schools to raise the system's % proficient on AR Literacy Benchmark.
5. KIPP Delta's annual audit is still not final.
6. 2014 Arkansas School ESEA Accountability Report (Preliminary) KIPP Delta Elementary Literacy Academy Needs Improvement School Achieving School Percent Tested Needs Improvement School in Literacy Needs Improvement School in Math KIPP Delta College Preparatory School Needs Improvement School Achieving School Percent Tested Achieving School in Literacy Needs Improvement School in Math KIPP Delta Collegiate High School Needs Improvement School Achieving School Percent Tested Needs Improvement School Graduation Rate Achieving School in Literacy Needs Improvement School in Math KIPP Blytheville College Preparatory School Needs Improvement School Achieving School Percent Tested Needs Improvement in Literacy Needs Improvement School in Math 2013 Arkansas School ESEA Accountability Report (Final) KIPP Delta Elementary Literacy Academy Needs Improvement School Achieving School Percent Tested Achieving School in Literacy Needs Improvement School in Math KIPP Delta College Preparatory School Needs Improvement School Achieving School Percent Tested Achieving School in Literacy Needs Improvement School in Math KIPP Delta Collegiate High School Needs Improvement School Achieving School Percent Tested Needs Improvement School Graduation Rate Achieving School in Literacy Needs Improvement School in Math KIPP Blytheville College Preparatory School Needs Improvement School Achieving School Percent Tested Achieving School in Literacy Needs Improvement School in Math 2012 Arkansas School ESEA Accountability Report KIPP Delta Elementary Literacy Academy Achieving School Achieving School Percent Tested Achieving School in Literacy Achieving School in Math KIPP Delta College Preparatory School Achieving School Achieving School Percent Tested Achieving School in Literacy Achieving School in Math KIPP Delta Collegiate High School Achieving School Achieving School Percent Tested Achieving School Graduation Rate Achieving School in Literacy Achieving School in Math KIPP Blytheville College Preparatory School Needs Improvement School Achieving School Percent Tested Achieving School in Literacy Needs Improvement School in Math

Goal To continue to improve the academic achievement for all students in literacy, math, and science.

Benchmark For each school and grade to meet or exceed the new ESEA Accountability standards developed by the Arkansas Department of Education at the school and district level.

Intervention: The district will support school leaders and staff by streamlining financial, administrative, and human resource related activities that impact every school, which includes the oversight of activities funded with federal, state and local funds. The district will also use analytics to provide schools with academic direction throughout the year.

Scientific Based Research: "Closing the Achievement Gap: A Vision for Changing Beliefs and Practices", Williams, B., ASCD, (2003) Resendez, Miriam & Azin, Mariam, Shurley English: The Relationship Between Shurley English and Student Language Arts Performance, Planning, Research & Evaluation Services, May 2010. Pendleton, Audrey, "Achievement Effects of Four Early Elementary School Math Curricula", National Center for Education Evaluation and Regional Assistance; October 2010.

Actions	Person Responsible	Timeline	Resources	Source of Funds
The district will use Title 1 funds to help fund two data analysts positions (.50 FTE, Robert Cheek, salary-\$56,650 and benefits \$15,913 & 1 FTE, Vacant, salary-\$46,500 and benefits-\$13,715). These staff members will support the District and our schools in their use of making data driven decisions by managing supplemental programs like Illuminate. They will also manage interim and end of year testing results and provide school leadership with dashboards and other information as needed to drive student growth. The vacant position is expected to be employed and paid during the month of June 2015. Action Type: Collaboration Action Type: Professional Development	Scott Shirey, Luke VanDeWalle	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	Title I - Employee Salaries: \$32200.00 Title I - Employee Benefits: \$9099.30 <hr/> ACTION BUDGET: \$41299.3
The district will use Title 1 funds to help pay for the cost of its A-133 grant and financial audit that it undergoes	Scott Shirey, Matthew	Start: 07/01/2014	<ul style="list-style-type: none"> <li>• Central Office</li> </ul>	\$16500.00

annually. KIPP Delta's FY14 audit is still underway. Action Type: Program Evaluation	Colburn, Charity Hallman	End: 06/30/2015	<ul style="list-style-type: none"> <li>• Computers</li> <li>• District Staff</li> </ul>	Title I - Purchased Services:  ACTION BUDGET: \$16500
To promote our staffs' participation in professional development opportunities, KDPS will reimburse administrators and staff for attending Title 1 conferences, area meetings, program improvement conferences, and site visits to other LEAs. Action Type: Professional Development	Jamie VanDeWalle, Charity Hallman	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> </ul>	ACTION BUDGET: \$
Using Title IIA funds, the District will address our need to recruit and retain highly qualified teachers and administrative staff. The district will hire a 1 FTE, Beronica Wilder-Hudson, to attend and provide materials at recruitment fairs, to screen and interview candidates, and to complete other activities as needed to attract highly qualified teachers and administrative staff. Title IIA funds will be used to support 50 percent of the employee's salary. (Beronica Wilder-Hudson, salary-\$37,080 and benefits-\$11,676) Action Type: Equity	Matthew Colburn, Jamie VanDeWalle	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	Title II-A - Purchased \$1199.50 Services: Title II-A - Employee \$18540.00 Salaries: Title II-A - Employee \$5837.91 Benefits:  ACTION BUDGET: \$25577.41
KIPP Delta will use Title I funds to provide administrative support and oversight of all budget areas of the Title I program. Costs include .50 FTE for one federal coordinator (Charity Hallman, salary-\$76,125 and benefits-\$20,129). Action Type: Alignment Action Type: Equity	Charity Hallman, Matt Colburn	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• Computers</li> </ul>	Title I - Employee \$38062.50 Salaries: Title I - Employee \$10064.53 Benefits:  ACTION BUDGET: \$48127.03
The district will use Title VI State Rural funds to support the hiring of a full-time recruiter, Aisha Richardson. Mrs. Richardson was hired in November. She will attend recruitment fairs, screen and interview candidates, and complete other activities as needed to attract highly qualified teachers and administrative staff to KIPP Delta. (salary \$50,000; benefits \$14,473) Action Type: Alignment Action Type: Equity	Jamie VanDeWalle, Matt Colburn	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	Title VI State - Purchased \$2391.63 Services: Title VI State - Employee \$15625.00 Salaries: Title VI State - Employee \$4522.81 Benefits:  ACTION BUDGET: \$22539.44
District will engage teachers from all schools to align curriculum across the schools. This will include ensuring that each school is meeting the needs of students with disabilities. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Special Education	Scott Shirey, Luke VanDeWalle, Luetta Pulliam	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
KIPP Delta Public Schools will collaborate with the Homeless Liaison and Angels of Grace Battered Women's Shelter to identify homeless students and address their needs. Funding level was determined by identifying prior year homeless student needs and funding accordingly. Action Type: Collaboration Action Type: Equity	Helen Hull	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Central Office</li> <li>• Teachers</li> </ul>	Title I SIP04 - Materials & \$1000.00 Supplies:  ACTION BUDGET: \$1000
KIPP Delta Public Schools will use technology which will enable teachers to communicate with parents, other teachers, principals, and administrators.	Matt Colburn	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> </ul>	ACTION BUDGET: \$

Action Type: Equity Action Type: Technology Inclusion			<ul style="list-style-type: none"> <li>• Outside Consultants</li> </ul>	
During the 3rd quarter, the district will review each school's ACSIP plan at its quarterly comprehensive school review. This process will incorporate a review of the district plan at the school level, as well as provide opportunities for parents to review district and school plans. Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation	Scott Shirey, Luke VanDeWalle, and Matt Colburn	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
The district will work with each school's leadership team to ensure that they know how to correctly identify, document, and provide services to students found to be homeless. The district will set aside \$10,000 of its Title I funds to meet the needs of these students. Action Type: Equity	Helen Hull, Matt Colburn	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	Title I - Materials & Supplies: \$10000.00 ACTION BUDGET: \$10000
KIPP Delta hired Amanda Johnson in mid-April, as Director of Curriculum and Instruction. In this role she will engage teachers from all schools for the purposes of aligning curriculum across the schools, work to ensure content is rigorous, provide professional development to teachers, and implement Guided Reading across the region in grades K-8th. Action Type: AIP/IRI Action Type: Professional Development Action Type: Title I Schoolwide	Luke VanDeWalle	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Central Office</li> </ul>	Title I - Employee Salaries: \$16576.46 Title I - Employee Benefits: \$4348.80 ACTION BUDGET: \$20925.26
Total Budget:				\$185968.44

Intervention: Increase parental involvement to support student learning.

Scientific Based Research: Parental Involvement. National PTA, National Standards for Parent/Family Involvement Programs, 2009. Achievement Now! How to Assure No Child is Left Behind. Fielder, Dr.D.J., 2003.Parent Involvement: It's a piece of cake by Maria Chesley Fisk, Ph.D. 2013.

Actions	Person Responsible	Timeline	Resources	Source of Funds
The district will provide joint collaboration with parents, community stakeholders, and teachers (ensuring that parents and community members are actively engaged in contributing to the development of ACSIP). Action Type: Collaboration Action Type: Parental Engagement	Scott Shirey, Luke VanDeWalle	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
The district will provide support to schools in their efforts to develop policies/programs to improve student achievement. Action Type: Collaboration Action Type: Parental Engagement	Scott Shirey, Luke VanDeWalle	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
The district will conduct annual assessments of the effectiveness of Parental Involvement Programs and the efficient use of academic and non-academic activities. This includes being informed about how their child is doing in school, being comfortable talking to their child's teachers and being actively involved with the school and important decisions. Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation	Scott Shirey, Luke VanDeWalle, Matt Colburn	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Building parental capacity - The district will ensure that each school is providing assistance to parents on how to understand and monitor their child's progress on state standards and academic assessments. Action Type: Parental Engagement	Scott Shirey, Luke VanDeWalle	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Building parental capacity - The district will ensure that each school is providing materials and training to help parents work with their children to improve academic achievement. Action Type: Collaboration Action Type: Parental Engagement	Scott Shirey, Luke VanDeWalle	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$

Building parental capacity - The district will continue to educate principals, teachers, and other staff on the importance of effective communication with parents and families and on the impact parental contributions can have student outcomes. Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development	Scott Shirey, Luke VanDeWalle	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Building parental capacity - The district will ensure that each school is making progress toward establishing robust PTAs/PTOs and are integrating parent involvement programs and activities throughout the school year. Action Type: Collaboration Action Type: Parental Engagement	Scott Shirey, Luke VanDeWalle	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Building parental capacity - The district will ensure that information related to school and parent programs is being sent to parents to the extent practical in a language parents can understand. Action Type: Collaboration Action Type: Parental Engagement	Carissa Godwin	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
The district will ensure that each school provides training at least annually for volunteers who assist in an instructional program for parents. Action Type: Parental Engagement	Scott Shirey, Luke VanDeWalle, Matt Colburn	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
The district will ensure that each school provides no fewer than 60 hours of professional development opportunities for teachers. Action Type: Collaboration Action Type: Professional Development	Scott Shirey, Luke VanDeWalle	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
The district will provide no fewer than 3 hours of professional development opportunities for administrators. Action Type: Collaboration Action Type: Professional Development	Scott Shirey, Luke VanDeWalle	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>District Staff</li> </ul>	ACTION BUDGET: \$
A district-wide parental involvement policy has been created by staff, teachers, and parents of the district and is being implemented. Action Type: Collaboration Action Type: Parental Engagement	Scott Shirey, Luke VanDeWalle, Matt Colburn	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
KDPS will ensure that at least 1% of its FY2014-15 Final Title 1 allocation of \$1,501,388.26 will be used for Parental Involvement activities. All \$15,013.88 of this funding will be allocated to our five schools. Action Type: Parental Engagement	Scott Shirey	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Total Budget:				\$0

Priority 2: KIPP Delta Public Schools seek to a safe and secure environment that is free from violence and maintain a 100% drug-free campus.

- Supporting Data:
1. KIPP Delta Public Schools Suspension Rate: (Determined by total number of suspension days/total number of attendance days) 2006-2007 .5% 2007-2008 .4% 2008-2009 .4% 2009-2010 .4% 2010-2011 .4% 2011-2012 .1% 2010-2011 .4%
  2. KIPP Delta Public Schools Expulsion Rate: (Determined by total number of students asked to leave KIPP Delta Schools/total number of students) 2006-2007 2% 2007-2008 2% 2008-2009 1% 2009-2010 1% 2010\_2011 0% 2011-2012 1% 2012-2013 1.5%
  3. After evaluating our school safety program, our percentage of expulsion remained constant from 2008-2009 to 2012-2013. Our suspension percentages remained constant over the same time period and are very low relatively to the overall ADA. We feel that our safety program has been effective at keeping these rates low levels.

Goal KIPP Delta Public Schools seek to maintain a 100% drug-free and violence-free school setting.

Benchmark KIPP Delta Public Schools will have no reportable weapons incidents, staff assaults, and student assaults during the 2014-2015 school year.

Intervention: Implement a school culture that encourages and enforces a drug-free, violent-free, bully-free, and overall safe and positive school climate.

Scientific Based Research: Elbot, Charles F. and David Vance Fulton. "Building and Intentional School Culture: Excellence in Academics and Character". Corwin Press, 2007.

Actions	Person Responsible	Timeline	Resources	Source of Funds
KIPP staff will continue to attend workshops sponsored by KIPP Foundation, other organizations, and visit other KIPP schools to research their approach to creating a safe and drug free school. Our staff will research different approaches to reducing suspension and expulsion. Furthermore, we will explore both management and technological solutions to mitigating risks from external and internal threats (split evenly among all three schools). Action Type: Professional Development	Matt Colburn	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

Priority 3: All students enrolled in KIPP Delta Public Schools will practice healthy eating behaviors and participate in a healthy amount of physical activity, including organized exercise and sports teams or clubs.

- The KIPP Delta District Body Mass Index data presented indicates the percentage of students who may be at risk of poor academic performance. 2007-2008: Arkansas Department of Education data systems indicated a total enrollment of 70 in the school, and 29 in grades for which BMI assessments are required. BMI was assessed for 26 students. Overall BMI classification results for Kipp Delta Coll Prep High Sch show: - approximately 23.1% of all children measured were in the at risk for overweight category, and - approximately 26.9% of all children measured were identified as overweight. Arkansas Department of Education data systems indicated a total enrollment of 207 in the school, and 101 in grades for which BMI assessments are required. BMI was assessed for 90 students. Overall BMI classification results for Kipp Delta College Prep School show: - approximately 11.1% of all children measured were in the at risk for overweight category, and - approximately 30.0% of all children measured were identified as overweight. Body Mass Index Data SY 2008-09: of the 159 students in grades where BMI assessments are require, 132 students were assessed. The following represents the percent of students overweight or at risk of being overweight: District: Males- 53%, Females- 56% Body Mass Index Data SY 2010-11: of the 270 students in grades where BMI assessments are require, 245 students were assessed. The following represents the percent of students overweight or at risk of being overweight: District: Males- 40.6%, Females- 48.3% Body Mass Index Data SY 2011-12: of the 395 students in grades where BMI assessments are require, 365 students were assessed. The following represents the percent of students overweight or at risk of being overweight: District: Males- 52%, Females- 49% Body Mass Index Data SY 2012-13: of the 395 students in grades where BMI assessments are require, 379 students were assessed. The following represents the percent of students overweight or at risk of being overweight: District: Males- 43.8%, Females- 46% Body Mass Index Data SY 2013-14: of the 589 students in grades where BMI assessments are require, 537 students were assessed. The following represents the percent of students overweight or at risk of being overweight: District: Males 257 47.9% 280 51.1%
- The 2013 Youth Risk Behavior Survey indicates that among Arkansas high school students:
  - 15.9% are overweight.
  - (1) • 7.6% of students ate vegetables three or more times per day during the past seven days • 92.4% ate fruits and vegetables less than 5 times per day during the past 7 days. • 32.8% of students watched three or more hours per day of TV on an average school day • 57.0% of students were physically active for a total of at least 60 minutes per day on five or more of the past seven days • 13% had not participated in any vigorous or moderate physical activity during the past 7 days. • 47.1% did not play on a club/competitive sports team during the last 12 months
  - (4) • 77% did not attend physical education classes daily. (5) Source <http://nccd.cdc.gov/youthonline/App/Results.aspx?LID=AR> The 2009 Youth Risk Behavior Survey indicates that among Arkansas high school students:
    - 16% are overweight. (1) • 11.7% of students ate vegetables three or more times per day during the past seven days • 85.1% ate fruits and vegetables less than 5 time per day during the past 7 days. • 36% of students watched three or more hours per day of TV on an average school day • 42% of students were physically active for a total of at least 60 minutes per day on five or more of the past seven days • 13% had not participated in any vigorous or moderate physical activity during the past 7 days. • 48% did not play on a club/competitive sports team during the last 12 months (4) • 77% did not attend physical education classes daily.
    - (5) Source <http://www.arkansascsch.org/tinymce/filemanager/files/2009ARH%20trend%20Report.p> df
- Free and Reduced Price Meal Eligibility SY 10-11: District- 12% Paid, 11% Reduced, 77% Free ELA- 9% Paid, 5% Reduced, 86% Free DCPS- 11% Paid, 11% Reduced, 78% Free DCH- 15% Paid, 18% Reduced, 66% Free BCPS- 12% Paid, 11% Reduced, 77% Free Free and Reduced Price Meal Eligibility SY 11-12: District- 11% Paid, 9% Reduced, 80% Free ELA- 7% Paid, 7% Reduced, 86% Free DCPS- 9% Paid, 9% Reduced, 82% Free DCH- 12% Paid, 12% Reduced, 76% Free BCPS- 21% Paid, 7% Reduced, 71% Free Free and Reduced Price Meal Eligibility SY 12-13: District- 14.1% Paid, 7.4% Reduced, 78.5% Free ELA- 8.9% Paid, 4.7% Reduced, 86.4% Free DCPS- 13.4% Paid, 5.9% Reduced, 80.6% Free DCH- 12.1% Paid, 10.5% Reduced, 77.4% Free BCPS- 24.5% Paid, 9.9% Reduced, 65.6% Free Free and Reduced Price Meal Eligibility SY 13-14: District- 10.41% Paid, 7.27% Reduced, 82.32% Free ELA- 6.81% Paid, 5.89% Reduced, 87.30% Free DCPS- 7.87% Paid, 8.68% Reduced, 83.45% Free DCH- 11.11% Paid, 6.72% Reduced, 82.17% Free BCPS- 14.30% Paid, 9.07% Reduced, 76.63% Free Preliminary - Free and Reduced Price Meal Eligibility SY 14-15: District- 21.17% Paid, 6.88% Reduced, 72.29% Free ELA- 19.64% Paid, 4.9% Reduced, 75.67% Free DCPS- 14.37% Paid, 7.98% Reduced, 77.95% Free DCH- 17.40% Paid, 4.85% Reduced, 77.73% Free BCPS- 32.06% Paid, 8.88% Reduced, 60% Free KBC- 26.78% Paid, 14.28% Reduced, 58.92% Free
- KIPP Delta Public Schools underwent a CRE and review during the 2013-2014 school years, and it was determined by the Child Nutrition Unit that our students are receiving meals that meet the nutrition requirements. 2013-2014 KIPP Delta hired a Child Nutrition Director with extensive culinary skills. KIPP Delta Public Schools meal planning meets the new more rigorous USDA requirements implemented in the 2012-2013 school year. In 2014 KIPP Delta implemented the fresh fruits and vegetable program through the U.S.D.A. to enhance the consumption of more fruits and vegetables.

Supporting Data:

Goal

The District will provide support for students in making Healthy Lifestyle Choices by implementing systems to aid in decreasing the average BMI on routine annual student screening and increasing collaboration between all segments of the school community in support of positive lifestyle choices.

Benchmark By the end of the SY2012-2013 there will be a decrease of the average Body Mass Index for students by ½ % as evaluated by the annual Body Mass Index Screening.

Intervention: Administrative Support for Wellness				
Scientific Based Research: Journal of the American Dietetic Association, 103(7): 887-93. 2003.NAL Call Number: 389.8 Am34 Position of the American Dietetic Association: Child and adolescent food and nutrition programs. J. Stang, C.T. Bayerl. Food and Nutrition Information Center's (FNIC) web site at <a href="http://www.nal.usda.gov/fnic/pubs_and_db.html">http://www.nal.usda.gov/fnic/pubs_and_db.html</a> . Clinical Pediatrics, 40(2): 63-70. 2001. NAL Call Number: RJ1-C55, Behavioral and cognitive status in school-aged children with a history of failure to thrive during early childhood. R.A. Dykman, et al.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The KIPP District will develop a District wellness policy in collaboration with the district Nutrition and Physical Activity Committee. Policies will be approved by the school board. Policies include the five (5) federal requirements: Goals for nutrition education, physical activity and other school-based activities, Nutrition guidelines, Guidelines for reimbursable school meals, a Plan for measuring implementation of the local wellness policy, and Community involvement. Action Type: Collaboration Action Type: Wellness	Matt Colburn, Clark Huff, Luke VanDeWalle	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Community Leaders</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
The KIPP District will: (1) provide support to schools to ensure successful implementation of the Wellness Policies; (2) provide resources and professional development to District and School staff to improve the overall school nutrition environment; and (3) will promote the health and physical activity curriculum and student health. Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development Action Type: Wellness	Matt Colburn, Clark Huff, Priscilla Dockery	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
The KIPP District will support our school in the alignment and implementation of the current Arkansas Nutrition and Physical Education and Physical Activity Standards and Arkansas Curriculum Frameworks. Resources, professional development opportunities and training will be provided to increase knowledge and advance skills for successful implementation. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Scott Shirey, Luke VanDeWalle	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
The KIPP district will involve parents in physical activity and nutrition education through homework, national school lunch program menus, and parent-teacher organization meeting presentations and professional development activities. Professional development will focus on physical activity and nutrition education, and health risk indicators that compromise students' ability to perform academically, etc. Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development	Scott Shirey, Luke VanDeWalle, Matt Colburn, Clark Huff	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Community Leaders</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
The KIPP district will ensure that the Wellness Committee will evaluate the effectiveness of the Health Program. Results will be shared with staff and modifications will be addressed per evaluation results. Action Type: Collaboration Action Type: Wellness	Matt Colburn, Clark Huff, Priscilla Dockery	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Community Leaders</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
The KIPP district will ensure that reimbursable school meals meet the program requirements and nutrition standards set forth under the 7 Code of Federal Regulations (CFR) Part 210 and Part 220. During the 2013-2014 school years, and it was determined by the Child Nutrition Unit that our students are receiving meals that meet the nutrition requirements. Action Type: Collaboration Action Type: Program Evaluation Action Type: Wellness	Matt Colburn, Clark Huff, Priscilla Dockery	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0



## Planning Team

<b>Classification</b>	<b>Name</b>	<b>Position</b>	<b>Committee</b>
Business Representative	Darrin Williams	Board Member	ACSIP Leadership
Community Representative	Chalk Mitchell	Board Member	ACSIP Leadership
District-Level Professional	Anna Millham	Director of Operations	Parental Involvement
District-Level Professional	Carissa Godwin	Development Director	ACSIP Leadership
District-Level Professional	Charity Hallman	Director of Finance	ACSIP Leadership
District-Level Professional	Maggie Benson	Controller	Wellness Committee
District-Level Professional	Matt Colburn	COO	ACSIP Leadership, Wellness Committee
District-Level Professional	Robert Cheek	Data Analyst	ACSIP
District-Level Professional	Scott Shirey	Executive Director	ACSIP Leadership
Non-Classroom Professional Staff	Clark Huff	Food Service Director	Wellness Committee
Non-Classroom Professional Staff	Helen Hull	Nurse	Wellness Committee
Non-Classroom Professional Staff	Thelma Reed	Transportation Director	ACSIP Leadership
Parent	Beronica Wilder-Hudson	Human Resources Associate	Parental Involvement
Principal	Heather Saunders	School Director	ACSIP Leadership
Principal	Luke Van De Walle	Chief Academic Officer	ACSIP Leadership
Principal	Maisie Wright	School Director	ACSIP Leadership
Principal	Todd Dixon	School Director	ACSIP Leadership

# KIPP DELTA ELEMENTARY LITERACY ACADEMY

## Arkansas Comprehensive School Improvement Plan

2014-2015

The mission of KIPP Delta Elementary Literacy Academy is to empower our students with the knowledge, skills, and character traits that will enable them to succeed in the nation's finest secondary schools and colleges and to pursue a life of value, joy, and integrity.

Grade Span: K-4

Title I: Title I Schoolwide

School Improvement:

### Table of Contents

#### Priority 1: Literacy

**Goal:** All students will demonstrate improvement in the areas of phonemic awareness, phonics, comprehension, fluency, and vocabulary. All students will score in the 50th national percentile rank or above on NWEA's MAP Assessment.

#### Priority 2: Mathematics

**Goal:** Goal 1: All students will demonstrate improvement in the areas of mathematical problem solving and mathematical procedures. All students will score in the 50th national percentile rank or above on NWEA's MAP Assessment.

#### Priority 3: Wellness

**Goal:** KIPP Delta Elementary Literacy Academy will work to ensure the life long health of our students. We will accomplish this by serving nutritious school meals, educating students about nutrition, physical activity, and healthy behaviors.

#### Priority 4: Pre-K

**Goal:** All students will demonstrate significant improvement in identifying letter names and sounds, print awareness, rhyming, identifying syllables in words, emergent writing, counting, identifying shapes and colors, patterning, classifying and sorting, rote counting, using one-to-one correspondence, fine motor skills, gross motor skills, and social-emotional skills.

#### Priority 5: Parental Involvement

**Goal:** At least 75% of parents will be involved in at least one parental involvement event.

Priority 1: All students will increase their scores in literacy particularly in the areas of literacy comprehension and phonics in order to meet AMO targets.

Supporting Data:

1. Iowa Test of Basic Skills and SAT10/MAT8- Combined Population - Average NCE Spring 2010 - Reading 47.3 Kindergarten 52.9 First Grade 41.7 Spring 2011 - Reading 43.2 Kindergarten 48.4 First Grade 42.3 Second Grade 38.8 Spring 2012 - Reading 36.7 First Grade 30.7 Second Grade 42.5 Spring 2013 - Reading 42.6 First Grade 40.8 Second Grade 44.2 Spring 2014 - Reading 46.5 First Grade 52 Second Grade 41
2. Iowa Test of Basic Skills (ITBS) and SAT10/MAT8- Subgroups - Average NCE Spring 2010 Race: Black 47.6; White 41.2; Hispanic 49.2 Gender: Male 45.4; Female 49.3 Meal Status: F/RL 47.3; P 47.1 Special Needs: IEP 23.2; No IEP 47.8 Spring 2011 - Reading Race: Black 42.9; White 43.7; Hispanic 50.3 Gender: Male 42.4; Female 44.1 Meal Status: F/RL 41.8; P 64.3 Spring 2012 - Reading Race: Black 36.1; Hispanic 35.1; White 59.3 Gender: Male 31.5; Female 42.7 Meal Status: F/RL 36.1; Paid 44.9 Spring 2013 - Reading Race: Black 41.9; Hispanic 40.2; White 60.8 Gender: Male 37.9; Female 47.9 Meal Status: Free/Reduced 42.4; Paid 44.4 Spring 2014 - Reading Race: Black 45.5; Hispanic 43; White 44 Gender: Male 46; Female 47.5 Meal Status: Free/Reduced 40.5; Paid 56.5
3. Measures of Academic Progress (MAP) Combined Population - % Meeting Target Spring 2010 First Grade 46% Spring 2011 Kindergarten 69% First Grade 58% Second Grade 35% Spring 2012 Kindergarten 72% First Grade 54% Second Grade 45% Third Grade 57% Spring 2013 Kindergarten 84% First Grade 60% Second Grade 84% Third Grade 63% Fourth Grade 60% Spring 2014 - 61% Kindergarten 58% First Grade 75% Second Grade 71% Third Grade 47% Fourth Grade 56%
4. Measures of Academic Progress (MAP) Subgroups - % Meeting Target Spring 2010 - First Grade Race: Black 46%; White 0%; Hispanic 100% Gender: Male 48%; Female 44% Spring 2011 Race: Black 53%; White 100%; Hispanic 67% Gender: Male 48%; Female 62% Spring 2012 Race: Black 57%; White 50%; Hispanic 50% Gender: Male 58%; Female 55% Spring 2013 Race: Black 70%; White 78%; Hispanic 50% Gender: Male 68% ; Female 73% Spring 2014 Race: Black 61%; White 75%; Hispanic 100% Gender: Male 62% ; Female 61%
5. Attendance Combined Population - Average Daily Attendance Spring 2010 96.2% Kindergarten 96.4% First Grade 96.1% Spring 2011 95.8% Kindergarten 95.1% First Grade 95.9% Second Grade 96.3% Spring 2012 96.1% Kindergarten 95.8% First Grade 96% Second Grade 96.3% Third Grade 96.4% Spring 2013 94.7% Kindergarten 94.0% First Grade 94.4% Second Grade 95.4% Third Grade 95.8% Fourth Grade 94.7% Spring 2014 94.5% Kindergarten 94.4% First Grade 94.2% Second Grade 94.6% Third Grade 95.3% Fourth Grade 94.0%
6. Attendance Subgroups - Average Daily Attendance Spring 2010 Gender: Male 96.6%; Female 95.9% Meal Status: F/RL 97%; P 98.7% Spring 2011 Gender: Male 96.1%; Female 95.4% Meal Status: F/RL 95.5%; P 96.1% Spring 2012 Gender: Male 96%; Female 96.2% Meal Status: F/RL 97.2%; P 97.3% Spring 2013 Gender: Male 94.3%; Female 94.8% Meal Status: F; 94.3%; R; 96.1%; P 95.4% Spring 2014 Gender: Male 94.2%; Female 94.8% Meal Status: F; %; R; %; P %
7. ACTAAP Benchmark Exam - Literacy Spring 2012 Third Grade 75% Proficient or Advanced Spring 2013 Third Grade 81% Proficient or Advanced Fourth Grade 79% Proficient or Advanced Spring 2014 Third Grade 69% Proficient or Advanced Fourth Grade 78% Proficient or Advanced
- 8.

Goal

All students will demonstrate improvement in the areas of phonemic awareness, phonics, comprehension, fluency, and vocabulary. All students will score in the 50th national percentile rank or above on NWEA's MAP Assessment.

Benchmark Third and fourth grade students will meet or exceed the ESEA Accountability standards.

Intervention: KIPP Delta Elementary Literacy Academy teachers will employ multiple teaching strategies to teach phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Scientific Based Research: National Institute of Child Health and Human Development. (2000). Report of the National Reading Panel. Put Reading First: The Research Building Blocks for Teaching Children to Read (NIH Publication No. 00-4769). Washington, DC: U.S. Government Printing Office. Resendez, Miriam & Azin, Mariam, Shurley English: The Relationship Between Shurley English and Student Language Arts Performance, Planning, Research & Evaluation Services, May 2010.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>KIPP Delta ELA will use Title 1 to purchase the supplies necessary to conduct monthly assessments to track students' academic gains in literacy. Title I funds will be used to purchase and copy testing materials and provide achievement awards to students showing academic gains between tests. All 1st - 3rd grade teachers gave monthly decoding surveys to determine how students were developing in phonics and phonemic awareness. This past year, 90% of students in first grade tested out of the beginning decoding survey and 50% of students in first grade tested out of the advanced decoding survey. 92% of Kindergarten students mastered the pre-reading survey. Also, our students in 3rd and 4th grade took the ACTAAP exam in the Spring. 81% of our third grade students scored proficient or advanced. This number was higher than the state average of 80% proficient or advanced. 79% of our fourth grade students scored proficient or advanced.</p> <p>Action Type: AIP/IRI            Action Type: Collaboration            Action Type: Program Evaluation            Action Type: Special Education            Action Type: Technology Inclusion            Action Type: Title I Schoolwide</p>	John Bennetts	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Central Office</li> <li>Teachers</li> </ul>	Title I - Materials & Supplies: \$800.00 <hr/> ACTION BUDGET: \$800
<p>Title 1 funds will be used to purchase 38 chrome books (estimated at \$262.00 each) for students to promote interactive literacy instruction and personalized learning. Title 1 funds will also be used to pay for the technical setup of these devices so students can use them as soon as they are delivered.</p> <p>Action Type: Special Education            Action Type: Technology Inclusion            Action Type: Title I Schoolwide</p>	John Bennetts	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Computers</li> <li>Teachers</li> </ul>	Title I - Materials & Supplies: \$21688.00 <hr/> ACTION BUDGET: \$21688
<p>Highly Qualified Teachers will use a developmental reading assessment to determine the reading levels of targeted students. The assessment will be used throughout the year in order to monitor literacy growth of targeted students and evaluate teacher effectiveness.</p> <p>Action Type: Title I Schoolwide</p>	John Bennetts	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
<p>Annually review ACSIP to ensure its effectiveness and revise and/or modify as needed. The ACSIP was reviewed and revised by ASCIP team members.</p> <p>Action Type: Program Evaluation</p>	Matt Colburn	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Central Office</li> </ul>	<hr/> ACTION BUDGET: \$
<p>Use Title I funds to purchase supplementary reading books to support reading growth of targeted students. Classroom libraries will be created at each grade level to provide choice and levels for young readers. Highly qualified teachers will use selected books to address the needs and interests.</p> <p>Action Type: Equity            Action Type: Title I Schoolwide</p>	Rachel Hutchison	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
<p>Use NSLA funds, approximately \$3,728, to purchase supplemental materials and supplies, such as letter cards, magnetic letters, and student white boards, to enhance the quality of literacy interventions for targeted students provided by Highly Qualified Teachers.</p> <p>Action Type: Alignment            Action Type: Collaboration</p>	Antonio Tendo	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
<p>Teachers will develop and align curriculum to Common Core standards.</p> <p>Action Type: Alignment</p>	John Bennetts	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$

Action Type: Collaboration Action Type: Professional Development				
Teachers will analyze test data in order to identify students' strengths and areas of need. K-4 Classroom teachers will write Intensive Reading Intervention Plans (IRI) for all students not scoring at or above the 50th percentile in literacy on the Norm Referenced Test. IRIs will be written according to needs identified by Fountas and Pinnell reading Assessments and NWEA MAP Testing. Action Type: AIP/IRI Action Type: Collaboration	John Bennetts	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
NSLA funds will be used to culminate framework-specific content with experience-based field trips that are tied to a particular literacy standard and to provide our students (who are located in a poor and rural area) with the opportunity to experience content learned in the classroom. Action Type: Collaboration Action Type: Equity	John Bennetts	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	NSLA (State-281) - Purchased Services: \$31000.00 NSLA (State-281) - Materials & Supplies: \$2000.00 ACTION BUDGET: \$33000
ELA will use Title 1 funds to renew licenses for Renaissance Reading; to pay for data integration services; and to purchase a one year subscription for Illuminate, a data and assessment management system. These programs will enhance our staff's ability to monitor and adjust to student learning patterns throughout the year. Action Type: AIP/IRI Action Type: Alignment Action Type: Program Evaluation Action Type: Technology Inclusion Action Type: Title I Schoolwide	John Bennetts	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Computers</li> <li>Teachers</li> </ul>	Title I - Materials & Supplies: \$4650.00 ACTION BUDGET: \$4650
ELA will use Title 1 funds to purchase supplemental literacy materials and supplies in order to promote interactive and personalized learning. Purchases will include programs like hand writing without tears; Wheatley; supplies needed to create student portfolios; and assorted library books. Action Type: Collaboration Action Type: Technology Inclusion Action Type: Title I Schoolwide	John Bennetts	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Computers</li> <li>Teachers</li> </ul>	Title I - Materials & Supplies: \$33770.31 ACTION BUDGET: \$33770.31
Total Budget:				\$93908.31

Intervention: KIPP Delta Elementary Literacy Academy will increase staff size to provide additional small group reading instruction to students needing remediation.

Scientific Based Research: Bohrnstedt, G. W., & Stecher, B. M. (Eds.) (2002). "What We Have Learned about Class Size Reduction in California." CapstoneReport. Sacramento, CA: California Department of Education.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Title I funds will be used to provide four days of supplementary professional development in literacy instruction to staff and to provide a mandatory two-week summer program focused on literacy and math for students in 2014. In 2015, the summer program for students is estimated to last three weeks. The program is designed to reduce the achievement gap between sub-populations. Costs for 2014 are estimated to be 6.0% of annual teacher salaries and benefits for approximately 8 FTEs: Alexandra Wright, Amy Callahan, Jacquelyn Sanders, Jessica Stam, Kelley Ryan, Rashaun Lockhart, Sherlona Riley, and Washington Navarrete. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Special Education Action Type: Title I Schoolwide	John Bennetts	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>District Staff</li> <li>Teachers</li> </ul>	Title I - Employee Salaries: \$20257.10 Title I - Employee Benefits: \$3932.42 ACTION BUDGET: \$24189.52

<p>NSLA funds will be used to provide supplemental literacy instruction through an after school program from 4:30-6:00 p.m. Costs include 17% of salaries and benefits for approximately 9 FTEs. This program is designed to reduce the achievement gap between sub-populations. The following teachers support literacy instruction: Adreana Rickett, Amy Callahan, Jacquelyn Sanders, Jessica Stam, Kelley Ryan, Laura Pyland, Rashaun Lockhart, Washington Navarrete, and Alexandra Wright. Action Type: Collaboration Action Type: Equity Action Type: Special Education</p>	John Bennetts	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>Teachers</li> </ul>	<p>NSLA (State-281) - Employee Benefits: \$9623.00</p> <p>NSLA (State-281) - Employee Salaries: \$55517.96</p> <hr/> <p>ACTION BUDGET: \$65140.96</p>
<p>Use Title I funds to hire approximately 5 instructional aids to assist the teachers of record in the classroom to ensure students' academic needs are met. Tocarra Franklin, Salary-\$27,155 &amp; Benefits-\$9,527; Shameka Oliver-Bailey, Salary-\$26,364 &amp; Benefits-\$9,356; Whitney Terry, Salary-\$24,851 &amp; Benefits-\$9,028; Rochelle Thomas, Salary-\$24,127 &amp; Benefits-8,871; Kathleen Jones, Salary-\$24,127 &amp; Benefits-\$8,871 Action Type: Collaboration Action Type: Equity</p>	John Bennetts	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	<p>Title I - Employee Salaries: \$125618.32</p> <p>Title I - Employee Benefits: \$45284.37</p> <hr/> <p>ACTION BUDGET: \$170902.69</p>
<p>ELA will use Title funds to employ English Language Arts Instructional facilitators on a full time basis to provide language support and rigorous instruction in the classroom. Cost include salary and benefits for 2 FTEs: Elizabeth McKean, salary-\$44,000 &amp; benefits-\$13,174 and Rachel Hutchinson, salary-\$44,000 &amp; benefits-\$13,174 Action Type: Collaboration Action Type: Equity Action Type: Professional Development</p>	John Bennetts	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	<p>Title I - Employee Salaries: \$88000.00</p> <p>Title I - Employee Benefits: \$26348.00</p> <hr/> <p>ACTION BUDGET: \$114348</p>
<p>Title I School-Wide Recruiting and Maintaining Highly Qualified literacy teachers- KIPP Delta will strengthen teacher recruitment and retention efforts by forging a partnership with local Teach For America regional offices. Program Evaluation--During the 2014-2015 school year, we hired and or retained 8 Teach For America corp members to our teaching staff. Through attending regional events, hosting a monthly professional development meeting on school grounds, and word-of-mouth advertisement, we will continue to recruit high performing teachers from this organization. TFA Teachers continue to assist us in our efforts to close the achievement gap in the Delta. Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Title I Schoolwide</p>	John Bennetts	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Title 1 funds will be used to send 8 first or second year Teach for America teachers to quarterly weekend professional development workshops sponsored by TFA in order to support their development in both literacy and math in elementary education. Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Title I Schoolwide</p>	John Bennetts	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Outside Consultants</li> <li>Teachers</li> </ul>	<p>Title I - Purchased Services: \$16000.00</p> <hr/> <p>ACTION BUDGET: \$16000</p>
<p>Title I funds will be used to provide ten days of supplementary professional development in literacy instruction to staff and to provide a mandatory two-week summer program focused on literacy and math for students in July and August of 2015. The program is designed to reduce the achievement gap between sub-populations. Costs for 2015 are estimated to be 9.0% of annual teacher salaries and benefits for approximately 8 FTEs: Amy Callahan, Rashaun Lockhart, Washington Navarrete, Kelly Ryan, Sherlona Riley, Jacquelyn Sanders, Jessica Stam, and Alexandra Wright. Action Type: Alignment Action Type: Collaboration Action Type: Equity</p>	John Bennetts	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Central Office</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

Action Type: Professional Development					
Action Type: Title I Schoolwide					
Total Budget:					\$390581.17
Intervention: KIPP Delta Elementary Literacy Academy will provide ongoing professional development to increase teacher competency in literacy instruction.					
Scientific Based Research: Killion, Joellen. "What Works in the Elementary School Results Based Staff Development." National Staff Development Council, 2002.					
Actions	Person Responsible	Timeline	Resources	Source of Funds	
Title 1 funds were used to send approximately 14 teachers and teacher aids to a week long summer training that provided instruction on best practices in elementary school literacy. Action Type: Collaboration Action Type: Professional Development Action Type: Title I Schoolwide	John Bennetts	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	Title I - Purchased Services:	\$8114.15
				ACTION BUDGET:	\$8114.15
Title 1 funds will be used to send its principal to a School Leader Development Course aimed at helping them become more effective coaches (of instruction and staff) so they can drive student growth and achievement. (John Bennetts) Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Title I Schoolwide	John Bennetts	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	Title I - Purchased Services:	\$2858.15
				ACTION BUDGET:	\$2858.15
Title I School-Wide Coordination of Federal and State Funds - ELA will seek to appropriately disburse and coordinate federal and state funds through monthly meetings and consultations with the district's Director of Finance.	John Bennetts; Charity Hallman	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>District Staff</li> </ul>	ACTION BUDGET:	\$
DELA will use state PD funds to send David Makita, an elementary school teacher, to a 3-4 day "Responsive Classroom" training. Responsive Classroom is a research- and evidence-based approach to education that is associated with greater teacher effectiveness, higher student achievement, and improved school climate. It has been recognized by the Collaborative for Academic, Social, and Emotional Learning (CASEL) as one of the most well-designed, evidence-based social and emotional learning programs. Estimated costs are \$1,700 for the flight, hotel, registration, and food. Action Type: Professional Development	John Bennetts	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	PD (State-223) - Purchased Services:	\$1678.28
				ACTION BUDGET:	\$1678.28
DELA has allocated \$255.00 of Title 1 funds to purchase subscriptions to journals and professional development books on behalf of teachers. Action Type: Professional Development	John Bennetts	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Computers</li> <li>School Library</li> </ul>	Title I - Purchased Services:	\$255.00
				ACTION BUDGET:	\$255
State PD funds will be used to provide ongoing coaching and instruction on effective lesson planning from KICK UP to Heather Painter in order to increase effectiveness of instruction in the classroom. Action Type: Collaboration Action Type: Professional Development Action Type: Title I Schoolwide	John Bennetts	Start: 07/01/2014 End: 09/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	PD (State-223) - Purchased Services:	\$900.00
				ACTION BUDGET:	\$900
State PD funds will be used to host an outside consultant for professional development on interim assessments. Along with consulting course, books will be provided to teachers who attend. State PD funds will also be used to purchase various professional development books for helping teachers plan lessons effectively. Action Type: Collaboration Action Type: Professional Development Action Type: Title I Schoolwide	John Bennetts	Start: 07/01/2014 End: 09/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	PD (State-223) - Purchased Services:	\$473.00
				PD (State-223) - Materials & Supplies:	\$2857.87
				ACTION BUDGET:	\$3330.87

Priority 2: All students will increase their scores in math particularly in the areas of math computation and problem solving in order to meet AYP targets.

1. Iowa Test of Basic Skills and SAT10/MAT8- Combined Population Math NCE Spring 2010 - 44.8 Kindergarten 45.8 First Grade 43.8 Spring 2011 - 43.6 Kindergarten 41.5 First Grade 41.3 Second Grade 47.9 Spring 2012 - 41.6 First Grade - 36.9 Second Grade - 46.3 Spring 2013 - 43.3 First Grade 42.4 Second Grade 44.3 Spring 2014 - 31.5 First Grade 32 Second Grade 31
2. Iowa Test of Basic Skills (ITBS) and SAT10/MAT8- Subgroups Spring 2010 Race: Black 44.6; White 44.8; Hispanic 50.2 Gender: Male 44.0; Female 45.6 Meal Status: F/RL 44.2; P 58.0 Special Needs: IEP 21.0; No IEP 45.3 Spring 2011 Race: Black 43.5; White 52.3; Hispanic 51.3 Gender: Male 42.6; Female 44.5 Meal Status: F/RL 43.8; P 39.5 Spring 2012 Race: Black 41.0; White 67.7; Hispanic 31.5 Gender: Male 38.9; Female 44.7 Meal Status: F/RL 40.8; P 52.0 Spring 2013 Race: Black 42.7; Hispanic 48.9; White 61.6 Spring 2014 Race: Black 30; Hispanic 77; White 34.5 Gender: Male: 30.5 Female: 32.5 Meal Status: F/R: 38 P: 22
3. Measures of Academic Progress (MAP) Combined Population - % Meeting Target Spring 2010 First Grade 33% Spring 2011 70% Kindergarten 88% First Grade 67% Second Grade 56% Spring 2012 75% Kindergarten 93% First Grade 43% Second Grade 70% Third Grade 79% Spring 2013 Kindergarten 89% First Grade 75% Second Grade 84% Third Grade 61% Fourth Grade 64% Spring 2014 - 65% Kindergarten 76% First Grade 58% Second Grade 56% Third Grade 64% Fourth Grade 69%
4. Measures of Academic Progress (MAP) Subgroups - % Meeting Target Spring 2010 Race: Black 32%; White 100%; Hispanic 0% Gender: Male 36%; Female 29% Spring 2011 Race: Black 70%; White 75%; Hispanic 100% Gender: Male 71%; Female 69% Spring 2012 Race: Black 71%; White 67%; Hispanic 50% Gender: Male 76%; Female 64% Spring 2013 Race: Black 74%; White 78%; Hispanic 100% Gender: Male 73%; Female 76% Spring 2014 Race: Black 64%; White 100%; Hispanic 67% Gender: Male 62%; Female 68%
5. Qualls Early Learning Inventory (QELI) Combined Population - % Developed or Developing Spring 2010 Kindergarten 98% Spring 2011 Kindergarten 96% Spring 2012 Kindergarten Spring 2013 Kindergarten Spring 2014 Kindergarten
6. Qualls Early Learning Inventory (QELI) Subgroups Spring 2010 - Kindergarten Race: Black 98%; White 100% Gender: Male 96%; Female 100% Spring 2011 - Kindergarten Race: Black 96%; White 100%; Hispanic 100% Gender: Male 97%; Female 96% Spring 2012 - Kindergarten Race: Gender: Spring 2013 - Kindergarten Race: Gender: Spring 2014 - Kindergarten Race: Gender:
7. Attendance Attendance Combined Population - Average Daily Attendance Spring 2010 96.2% Kindergarten 96.4% First Grade 96.1% Spring 2011 95.8% Kindergarten 95.1% First Grade 95.9% Second Grade 96.3% Spring 2012 96.1% Kindergarten 95.8% First Grade 96% Second Grade 96.3% Third Grade 96.4% Spring 2013 94.7% Kindergarten 94.0% First Grade 94.4% Second Grade 95.4% Third Grade 95.8% Fourth Grade 94.7% Spring 2014 94.5% Kindergarten 94.4% First Grade 94.2% Second Grade 94.6% Third Grade 95.3% Fourth Grade 94.0%
8. Attendance Subgroups - Average Daily Attendance Spring 2010 Gender: Male 96.6%; Female 95.9% Meal Status: F/RL 97%; P 98.7% Spring 2011 Gender: Male 96.1%; Female 95.4% Meal Status: F/RL 95.5%; P 96.1% Spring 2012 Gender: Male 96%; Female 96.2% Meal Status: F/RL 97.2%; P 97.3% Spring 2013 Gender: Male 94.3%; Female 94.8% Meal Status: F; 94.3%; R; 96.1%; P 95.4% Spring 2014 Gender: Male 94.2%; Female 94.8% Meal Status: F; %; R; %; P %
9. ACTAAP Benchmark Exam - Mathematics Spring 2012 Third Grade 90% Proficient or Advanced Spring 2013 Third Grade 92% Proficient or Advanced Fourth Grade 82% Proficient or Advanced Spring 2014 Third Grade 77% Proficient or Advanced Fourth Grade 52% Proficient or Advanced

Supporting Data:

Goal

Goal 1: All students will demonstrate improvement in the areas of mathematical problem solving and mathematical procedures. All students will score in the 50th national percentile rank or above on NWEA's MAP Assessment.

Benchmark

Third grade and fourth grade students will meet or exceed the ESEA Accountability standards.

Intervention: KIPP Delta Elementary Literacy Academy teachers will employ multiple teaching strategies to teach mathematical problem solving and mathematical procedures.				
Scientific Based Research: Burns, Marilyn. About Teaching Mathematics: A K-8 Resource. Math Solutions Publication. Sausalito, CA, 2007. Pendleton, Audrey, "Achievement Effects of Four Early Elementary School Math Curricula", National Center for Education Evaluation and Regional Assistance; October 2010.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Conduct monthly assessments to track academic gains of targeted students in math. Use Title I funds to purchase and copy testing materials and provide achievement awards to students showing academic gains between tests. Assessment data will be used to evaluate the effectiveness of teaching strategies. Over 65% of students met or exceed their growth target on MAP in mathematics. Also 77% of our third grade students scored proficient or advanced on the ACTAAP exam in mathematics and 52% of our fourth grade students scored proficient or advanced on the ACTAAP exam in mathematics. Action Type: Collaboration Action Type: Program Evaluation Action Type: Special Education Action Type: Title I Schoolwide	John Bennetts	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	ACTION BUDGET: \$

Develop academic improvement plans for students not performing on grade level. These students will receive remediation on a daily basis in small group settings. Action Type: AIP/IRI Action Type: Special Education	John Bennetts	Start: 07/01/2014 End: 06/30/2015	• Teachers	ACTION BUDGET: \$
Annually review ACSIP to determine effectiveness of the plan and/or the needs to revise/update. The ACSIP was reviewed and revised by ASCIP team members. Action Type: Program Evaluation	Matt Colburn	Start: 07/01/2014 End: 06/30/2015	• District Staff	ACTION BUDGET: \$
Use NSLA funds, approximately \$3,728, to purchase math manipulatives and science materials in order to enhance intervention activities. Intervention activities will promote mastery of the objectives in math and science. Action Type: Collaboration Action Type: Equity	LaKeda Ward	Start: 07/01/2014 End: 06/30/2015	• Teachers	NSLA (State-281) \$3728.00 - Materials & Supplies:  ACTION BUDGET: \$3728
Teachers will analyze test data in order to identify students' strengths and areas of need. AIPs will be developed for students not meeting achievement levels required by state guidelines at each grade level. Action Type: Collaboration	John Bennetts	Start: 07/01/2014 End: 06/30/2015	• Teachers	ACTION BUDGET: \$
Use technology such as smartboards document cameras, chrome books, and computer software like Wowzers and ST Math to provide interactive math instruction and promote personalized learning. Action Type: Technology Inclusion Action Type: Title I Schoolwide	Thomas Lampert	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Teachers	ACTION BUDGET: \$
Teachers will develop and align curriculum to Common Core standards. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	John Bennetts	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • District Staff • Teachers	ACTION BUDGET: \$
NSLA funds will be used to culminate a math framework-specific content with experience-based field trips that are tied to a particular standard and provide our students (who are located in a poor and rural area) with the opportunity to experience content learned in the classroom.	John Bennetts	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Teachers	NSLA (State-281) \$5049.80 - Purchased Services:  ACTION BUDGET: \$5049.8
Total Budget:				\$8777.8

Intervention: KIPP Delta Elementary Literacy Academy will provide ongoing professional development to increase teacher competency in mathematics instruction.

Scientific Based Research: Killion, Joellen. "What Works in the Elementary School Results Based Staff Development." National Staff Development Council, 2002.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Provide professional development for teachers to use newly purchased materials. Action Type: Professional Development	John Bennetts	Start: 07/01/2014 End: 06/30/2015	• Teachers	ACTION BUDGET: \$
Title 1 funds were be used to send 12 teachers and teacher aids to a week long summer training that provided best practice guidance on how to improve elementary school math instruction. Action Type: Collaboration Action Type: Professional Development Action Type: Title I Schoolwide	John Bennetts	Start: 07/01/2014 End: 09/30/2014	• Administrative Staff • Teachers	Title I - Purchased Services: \$5433.73  ACTION BUDGET: \$5433.73
ELA will use State PD funds to send one teacher to a Math is Life course on "conceptual understanding". This professional development will increase the school's ability to reach students who are struggling with math. (Thomas Lampert)	John Bennetts	Start: 07/01/2014 End: 09/30/2015		PD (State-223) - Purchased Services: \$221.70  ACTION BUDGET: \$221.7
Total Budget:				\$5655.43



Intervention: KIPP Delta Elementary Literacy Academy will increase staff size to provide additional small group math instruction to students needing remediation.

Scientific Based Research: Bohrnstedt, G. W., & Stecher, B. M. (Eds.) (2002). "What We Have Learned about Class Size Reduction in California." CapstoneReport. Sacramento, CA: California Department of Education.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Title I funds will be used to provide four days of supplementary professional development in literacy instruction to staff and to provide a mandatory two-week summer program focused on literacy and math for students in 2014. In 2015, the summer program for students is estimated to last three weeks. The program is designed to reduce the achievement gap between sub-populations. Costs for 2014 are estimated to be 6.0% of annual teacher salaries and benefits for approximately 8 FTEs: Brandon McKinney, Ebonye Walton, Heather Painter, Kendra McCraney, Meghan Tamminen, Ronda Hunter, Shanequa Williams, and Toluwalogo Daramola.</p> <p>Action Type: AIP/IRI            Action Type: Alignment            Action Type: Collaboration            Action Type: Equity            Action Type: Professional Development            Action Type: Special Education            Action Type: Title I Schoolwide</p>	John Bennetts	Start: 07/01/2014 End: 09/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>District Staff</li> <li>Teachers</li> </ul>	Title I - Employee Salaries: \$14479.70 Title I - Employee Benefits: \$1685.71 <hr/> ACTION BUDGET: \$16165.41
<p>NSLA funds will be used to provide supplemental mathematics instruction through an after school program from 4:30-6:00 p.m. This program is designed to reduce the achievement gap between sub-populations. Costs include 17% of salaries and benefits for approximately 9 FTEs: Ebonye Walton, Heather Painter, Kendra McCraney, Meghan Tamminen, Ronda Hunter, Shanequa Williams, Sherlona Riley, Brandon McKinney, and Toluwalogo Daramola.</p> <p>Action Type: Alignment            Action Type: Collaboration            Action Type: Equity            Action Type: Special Education</p>	John Bennetts	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>Teachers</li> </ul>	NSLA (State-281) - Employee Benefits: \$14934.89 NSLA (State-281) - Employee Salaries: \$48601.27 <hr/> ACTION BUDGET: \$63536.16
<p>Use Title I funds to hire approximately 5 instructional assistants to support the teacher of record in the classroom to ensure students' academic needs are met and exceed state standards. Flora Weathersby, salary-\$25,596 &amp; benefits-\$9,189; Phyllis Williams, salary-\$24,851 &amp; benefits-\$9,028; Teresa Worthy-Brown, salary-\$24,851 &amp; benefits-\$9,028; Sidney Jackson, salary-\$8,289 &amp; benefits-\$1,795; Reinshunda McShane-Trancy (employed 2.5 months), salary-\$4,437 &amp; benefits-\$1,498</p> <p>Action Type: Collaboration            Action Type: Equity</p>	John Bennetts	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	Title I - Employee Salaries: \$88024.29 Title I - Employee Benefits: \$30538.55 <hr/> ACTION BUDGET: \$118562.84
<p>Use Title 1 funds to employ Instructional Mathematic Facilitators on a full time basis to provide rigorous instruction in the classroom. Cost include salary and benefits for 2 FTEs: Thomas Lampert, salary-\$44,000 &amp; benefits-\$13,174 and David Makita, salary-\$40,276 &amp; benefits-\$12,368</p> <p>Action Type: Collaboration            Action Type: Equity            Action Type: Professional Development            Action Type: Title I Schoolwide</p>	LaKeda Ward	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	Title I - Employee Salaries: \$84276.00 Title I - Employee Benefits: \$25541.75 <hr/> ACTION BUDGET: \$109817.75
<p>Title 1 funds will be used to send 8 first or second year Teach for America teachers to quarterly weekend professional development workshops sponsored by TFA in order to support their development in both literacy and math in elementary education.</p> <p>Action Type: Alignment            Action Type: Collaboration            Action Type: Equity            Action Type: Professional Development            Action Type: Title I Schoolwide</p>	John Bennetts	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Outside Consultants</li> <li>Teachers</li> </ul>	Title I - Purchased Services: \$16000.00 <hr/> ACTION BUDGET: \$16000

Mathematics: Title I funds will be used to provide ten days of supplementary professional development in literacy instruction to staff and to provide a mandatory two-week summer program focused on literacy and math for students in July and August of 2015. The program is designed to reduce the achievement gap between sub-populations. Costs for 2015 are estimated to be 9.0% of annual teacher salaries and benefits for approximately 8 FTEs: Ronda Booth, Toluwalogo Daramola, Kendra McCraney, Heather Painter, Meghan Tamminen, Ebony Walton, Shanequa Williams, and Brandon McKinney. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Title I Schoolwide	John Bennetts	Start: 07/01/2014 End: 06/30/2015	• Central Office	ACTION BUDGET: \$
Total Budget:				\$324082.16

Intervention: Implement a school culture that encourages and enforces a drug-free, violent-free, bully-free, and overall safe and positive school climate.

Scientific Based Research: Elbot, Charles F. and David Vance Fulton. "Building and Intentional School Culture: Excellence in Academics and Character". Corwin Press, 2007.

Actions	Person Responsible	Timeline	Resources	Source of Funds
KIPP Delta ELA teachers will be exposed information at workshops sponsored by KIPP Foundation to enhance their approach to creating a safe and drug free school. Our staff will research different approaches to reducing suspension and expulsion. Staff may be asked to share this information at school professional development and or host intervention classes during wellness classes Action Type: Professional Development	Ashley Choate; Monteque Robinson	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Teachers	ACTION BUDGET: \$
The school will host a Parent Pride night, where parents can celebrate the positive choices students have made throughout the year. Action Type: Parental Engagement	Matt Colburn; John Bennetts	Start: 07/01/2014 End: 06/30/2015	• Teachers	ACTION BUDGET: \$
Total Budget:				\$0

Priority 3: KIPP Delta Elementary will implement programs to improve the health and wellness of students.

1. Body Mass Index Data SY 2010-2011 % Underweight or Healthy Kindergarten M 63.6%; F 70.8% Second Grade M 41.7%; F 33.3%
2. 2009-2010 Free and Reduced Price Meal Eligibility 5% Paid, 4% Reduced, 91% Free
3. 2010-2011 Free and Reduced Price Meal Eligibility 9% Paid, 5% Reduced, 85% Free
4. 2011-2012 Free and Reduced Price Meal Eligibility 6% Paid, 6% Reduced, 88% Free
5. 2012-2013 Free and Reduced Price Meal Eligibility 7.9% Paid, 6.5% Reduced, 85.5% Free
6. Body Mass Index Data SY 2011-2012 % Underweight or Healthy Kindergarten M 54.3%; F 65.2% Second Grade M 30%; F 50%
7. Body Mass Index Data SY 2012-2013 % Underweight or Healthy Kindergarten M 59.4%; F 52.9% Second Grade M 68.8%; F 61.3%
8. Body Mass Index Data SY 2013-2014 % Underweight or Healthy Kindergarten M 54.5%; F 51.2% Second Grade M 72.2%; F 63.3%
9. 2013-2014 Free and Reduced Price Meal Eligibility 6.81% Paid, 5.89% Reduced, 87.30% Free

Supporting Data:

Goal

KIPP Delta Elementary Literacy Academy will work to ensure the life long health of our students. We will accomplish this by serving nutritious school meals, educating students about nutrition, physical activity, and healthy behaviors.

Benchmark

There will be a decrease in the average Body Mass Index for students.

Benchmark

Students will participate in regular physical activity at school.

Intervention: KIPP Delta Elementary Literacy Academy will establish programs and activities that promote physical activity.				
Scientific Based Research: Guidelines for School Health Programs to Promote Lifelong Healthy Eating (June 14, 1996/Vol. 45/No. RR-9); Guidelines for School Health Programs to Promote Lifelong Physical Activity (March 7, 1997/Vol. 46/No. RR-6).				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Establish policies that promote enjoyable, lifelong physical activity among students. Action Type: Wellness	Ashley Choate	Start: 07/01/2014 End: 06/30/2015	• Teachers	ACTION BUDGET: \$
Implement physical education curricula and instruction that emphasize enjoyable participation in physical activity and that help students develop the knowledge, attitudes, motor skills, behavioral	Ashley Choate	Start: 07/01/2014	• Teachers	\$

skills, and confidence needed to adopt and maintain physically active lifestyles. Action Type: Wellness		End: 06/30/2015		ACTION BUDGET:
Provide extracurricular physical activity programs that meet the needs and interests of all students. Action Type: Wellness	Monteque Robinson	Start: 07/01/2014 End: 06/30/2015	• Teachers	ACTION BUDGET: \$
Regularly evaluate school physical activity instruction, programs, and resources. 95% of Kindergarten through fourth grade students participated in physical activities daily. Action Type: Program Evaluation Action Type: Wellness	John Bennetts	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Teachers	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: KIPP Delta Elementary Literacy Academy will establish programs and activities that promote healthy eating.

Scientific Based Research: Journal of the American Dietetic Association, 103(7): 887-93. 2003.NAL Call Number: 389.8 Am34 Position of the American Dietetic Association: Child and adolescent food and nutrition programs. J. Stang, C.T. Bayerl. Food and Nutrition Information Center's (FNIC) web site at [http://www.nal.usda.gov/fnic/pubs\\_and\\_db.html](http://www.nal.usda.gov/fnic/pubs_and_db.html). Clinical Pediatrics, 40(2): 63-70. 2001. NAL Call Number: RJ1-C55, Behavioral and cognitive status in school-aged children with a history of failure to thrive during early childhood. R.A. Dykman, et al.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Adopt a coordinated school nutrition policy that promotes healthy eating through classroom lessons and a supportive school environment. School wide BMI average will be used to evaluate school's policies. About 60% of our students are healthy or underweight based on their BMI. Body Mass Index Data SY 2012-2013 % Underweight or Healthy Kindergarten M 59.4%; F 52.9% Second Grade M 68.8%; F 61.3% Action Type: Program Evaluation Action Type: Wellness	Monteque Robinson	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Central Office	ACTION BUDGET: \$
Implement nutrition education as part of a sequential, comprehensive school health education curriculum designed to help students adopt healthy eating habits. Action Type: Wellness	Monteque Robinson	Start: 07/01/2014 End: 06/30/2015	• Teachers	ACTION BUDGET: \$
Coordinate school food service with nutrition education and other components of the comprehensive school health program to reinforce messages on healthy eating. Action Type: Wellness	Matt Colburn	Start: 07/01/2014 End: 06/30/2015	• Central Office	ACTION BUDGET: \$
Total Budget:				\$0

Priority 4: All Pre-K students will be prepared to enter kindergarten at the appropriate level.

- Supporting Data:
- MAP Reading Scores incoming Kinder Students 2012 - 2013, from other Pre-ks National Percentile Ranking by Preschool (% of Students above the 50th percentile) ASU/ABC Westside 33% Forrest City ABC 12% Holly Street Head Start 0% Kids for the Future 0% PCDC 27% R&J's Kiddie Kollege 23%
  - Developmental Writing Rubric Score Student Performance at Beginning of Kindergarten % At or Above Grade Level ASU/ABC Westside 50% Forrest City ABC 50% Holly Street Head Start 22% Kids for the Future 0% PCDC 17% R&J's Kiddie Kollege 17%
  - MAP Math Scores incoming Kinder Students 2012 - 2013, from other Pre-ks National Percentile Ranking by Preschool (% of Students above the 50th percentile) ASU/ABC Westside 37% Forrest City ABC 25% Holly Street Head Start 10% Kids for the Future 0% PCDC 0% R&J's Kiddie Kollege 0%
  - Fall 2013 NWEA MAP Data for students who participated in our Pre-k Program vs. Those who did not Math NPR Reading NPR Not in KIPP Pre-k 33.3 41.2 In KIPP Pre-k 44.7 55.1

Goal: All students will demonstrate significant improvement in identifying letter names and sounds, print awareness, rhyming, identifying syllables in words, emergent writing, counting, identifying shapes and colors, patterning, classifying and sorting, rote counting, using one-to-one correspondence, fine motor skills, gross motor skills, and social-emotional skills.

Benchmark: Pre-K students will be assessed on a quarterly basis using a variety of assessment tools via classroom observations and formal assessment tools including DIBELS Letter Naming Fluency, Brigance, Fluharty, Handwriting Without Tears Literacy and Math Assessments, Readers' Pre-Reading Probe, and Conscious Discipline's Social-Emotional Assessment. Additionally, teachers will use these assessments to identify quarterly growth goals for each child that will drive instructional time.

Intervention: KIPP Delta Pre-K teachers and aides will employ multiple teaching strategies ensure students are making growth throughout the year.				
Scientific Based Research: Webley, K., Rethinking PreK, 2011. Meaningful Differences in the Everyday Experiences of Young American Children, by B. Hart and T. Risley, 1995, Baltimore: Brookes Publishing. Burkam and Lee, Inequality at the Starting Gate, 2002				
Actions	Person Responsible	Timeline	Resources	Source of Funds

<p>Title I funds will be used to hire three full-time classroom aides to assist the teachers of record in the classroom to ensure students' academic needs are met and exceed state standards. (Tekilla Johnson, Carrie Simmons, Anna Claire Luster; salaries-\$24,851 &amp; benefits-\$9,029 each) Title 1 funds were also used to hire one hourly instructional assistant, Kathleen Jones, to help fill in when teachers travel for professional development and or are absent. (salary \$3,529.63 &amp; benefits - \$764.17) Title 1 funds were used to hire classroom aides and assist teacher of record in the classroom. This resulted in an increase of fall 2013 NWEA MAP Data for students who participated in our Pre-k Program vs. those who did not participate. Math NPR Reading NPR Not in KIPP Pre-k 33.3 41.2 In KIPP Pre-k 44.7 55.1  Action Type: Equity  Action Type: Program Evaluation  Action Type: Title I Schoolwide</p>	<p>Cortneigh Colburn</p>	<p>Start: 07/01/2014  End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<p>Title I - Employee Salaries: \$75316.60  Title I - Employee Benefits: \$27848.77  <hr/> ACTION BUDGET: \$103165.37</p>
<p>Title I funds will be used to purchase 2 iPads and applicable software to provide interactive math and literacy instruction. Macaruso, P., &amp; Rodman, A. (2011). Efficacy of computer-assisted instruction for the development of early literacy skills in young children. Reading Psychology, 32, 172-196  <a href="http://gettingsmart.com/2012/06/early-math-skills-predict-high-school-achievement/">http://gettingsmart.com/2012/06/early-math-skills-predict-high-school-achievement/</a>  Action Type: Equity  Action Type: Technology Inclusion  Action Type: Title I Schoolwide</p>	<p>Cortneigh Colburn</p>	<p>Start: 07/01/2014  End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Computers</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<p>Title I - Materials &amp; Supplies: \$1000.00  <hr/> ACTION BUDGET: \$1000</p>
<p>Title I funds will be used to purchase supplemental classroom materials and supplies to enhance the quality of literacy and math interventions for targeted students provided by Highly Qualified Teachers. Funds will be spent on additional classroom furniture such as a new kitchen for building vocabulary and role play skills, a couch for the calm spot, and picnic tables for additional small group space and outdoors discovery activities. Additionally, materials for classroom centers such as art supplies, math manipulatives, puzzles, stamps and play dough will be purchased to ensure students are able to explore and practice pre-literacy and math skills throughout the room and throughout the day.  Action Type: Equity  Action Type: Title I Schoolwide</p>	<p>Cortneigh Colburn</p>	<p>Start: 07/01/2014  End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<p>Title I - Materials &amp; Supplies: \$5500.00  <hr/> ACTION BUDGET: \$5500</p>
<p>Title I funds were used to send 5 teachers and teacher aids to a week long summer training that provided best practice instruction on how to improve the delivery of early childhood literacy and math education.  Action Type: Collaboration  Action Type: Professional Development  Action Type: Title I Schoolwide</p>	<p>Cortneigh Colburn</p>	<p>Start: 07/01/2014  End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	<p>Title I - Purchased Services: \$3104.13  <hr/> ACTION BUDGET: \$3104.13</p>
<p>Title I funds will be used to send two teachers (Clarice Robinson and Kimblynn Knowlton) to a full day course on Handwriting With Out Tears Get Set for School Literacy &amp; Language and Math &amp; Numbers programs for preschool students. This training will directly impact small group instruction time for all preschool students and will assist teachers with our quarterly assessments.  Action Type: Equity  Action Type: Professional Development  Action Type: Title I Schoolwide</p>	<p>Cortneigh Colburn</p>	<p>Start: 07/01/2014  End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	<p>Title I - Purchased Services: \$1000.00  <hr/> ACTION BUDGET: \$1000</p>
<p>Title I funds will be used to host monthly parent meetings used to train parents on how to bring literacy and math learning home. We will provide both childcare and snacks to help encourage broader parental involvement. In addition, families will work alongside teachers to create activities that will support literacy and math development at home. Funds will be used for parent night snacks, read aloud books to send home with parents, activity books to send home with parents, activities and materials like puppets and games to be created during meetings and door prizes like magnetic letters and math and literacy-based board games. At the end of the year, parents will be trained on how to minimize summer slide and will receive a parent toolkit for continuing learning and prepping for kindergarten alongside their child over the summer.</p>	<p>Cortneigh Colburn</p>	<p>Start: 07/01/2014  End: 06/30/2015</p>		<p>Title I - Materials &amp; Supplies: \$6655.22  <hr/> ACTION BUDGET: \$6655.22</p>

Action Type: Equity Action Type: Parental Engagement Action Type: Title I Schoolwide				
Title I funds will be used to purchase supplementary curriculum and accompanying materials in both math and literacy. We will supplement our core curriculum, Creative Curriculum, with High Scope's Numbers Plus and the accompanying materials as well as Handwriting Without Tear's Get Set for School program.	Cortneigh Colburn	Start: 07/01/2014 End: 06/30/2015		Title I - Materials & Supplies: \$4000.00  ACTION BUDGET: \$4000
Title I funds will be used to provide four days of supplementary professional development in literacy and math instruction to staff and to provide a mandatory two-week summer program focused on literacy and math for students in 2014. Costs for 2014 are estimated to be 6.0% of annual teacher salaries and benefits for approximately 2 FTEs: Kimblynn Knowlton and Clarice Robinson. In 2015, the summer program for students is estimated to last three weeks. The program is designed to reduce the achievement gap between sub-populations. Action Type: Collaboration Action Type: Professional Development Action Type: Title I Schoolwide	Cortneigh Colburn	Start: 07/01/2014 End: 06/30/2015	• Teachers	Title I - Employee Salaries: \$4892.26 Title I - Employee Benefits: \$1220.45  ACTION BUDGET: \$6112.71
Title I funds will be used to purchase professional teacher development videos to help teach supplemental math curriculum like Eureka Math. These videos will support teachers in lesson preparation throughout the school year. Action Type: Professional Development Action Type: Title I Schoolwide	Cortneigh Colburn	Start: 07/01/2014 End: 06/30/2014	• Teachers	Title I - Materials & Supplies: \$3000.00  ACTION BUDGET: \$3000
The ELA recognizes the importance of early childhood learning and will use NSLA funds to support 50 percent of the Preschool Director's salary and benefits. (Cortneigh Colburn, salary-\$55,000 & benefits-\$15,556) Action Type: Alignment Action Type: Equity	John Bennetts	Start: 07/01/2014 End: 06/30/2015		NSLA (State-281) - Employee Benefits: \$7778.00 NSLA (State-281) - Employee Salaries: \$27500.00  ACTION BUDGET: \$35278
<b>Total Budget:</b>				<b>\$168815.43</b>

Priority 5: KIPP Delta ELA will have increased parental involvement to improve parental communication, student retention, and staff relations.

Supporting Data: 1. Scientific based Research: Parental Involvement. National PTA, National Standards for Parent/Family Involvement Programs, May 1993. Achievement Now! How to Assure No Child is Left Behind, Dr.D.J.,2003.

Goal At least 75% of parents will be involved in at least one parental involvement event.

Benchmark KIPP Delta ELA will receive 75% satisfied or higher from parents on HSR data.

<b>Intervention: KIPP Delta ELA teachers will employ multiple strategies to increase parental involvement</b>				
<b>Scientific Based Research:</b>				
<b>Actions</b>	<b>Person Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Source of Funds</b>
Provide information packets for families. Action Type: Parental Engagement	John Bennetts	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • District Staff • Teachers	ACTION BUDGET: \$
Establish a PTA/PTO. Teachers will lead discussions covering increased parental involvement, extra-curricular activities, and student programs. ELA will make \$1,000 of Title 1 funds available to the PTA/PTO to purchase professional resources regarding best practices for establishing a strong PTA/PTO and/or to use to organize school engagement events. Action Type: Parental Engagement	John Bennetts	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • District Staff • Teachers	Title I - Materials & Supplies: \$1000.00  ACTION BUDGET: \$1000

Identify one certified teacher as the parent facilitator and provide training for that role. Action Type: Parental Engagement	Meghan Tamminen	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Use Title 1 funds to hold three parent/teacher conferences to correspond with report card delivery. Total cost for all three nights equals approximately \$1000.00. Action Type: Parental Engagement	John Bennetts	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	Title I - Materials & \$1000.00 Supplies:  ACTION BUDGET: \$1000
Use Title 1 funds to hold one open house for parents and students at the beginning of the school year in order to assist parents in becoming invested in his or her child's learning. Total costs are between \$300.00 - \$400.00. Action Type: Parental Engagement	Erika McMahan	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	Title I - Materials & \$400.00 Supplies:  ACTION BUDGET: \$400
Provide a School/Parent/Student Compact or handbook that details the responsibilities of all parties involved in the educational process and a plan for building parental capacity for involvement. The Compact will require signatures from parent, students (printed or signed), and school personnel Action Type: Alignment Action Type: Parental Engagement	John Bennetts	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Identify one parent as the parent facilitator for the Title I program and provide training for that role. Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development	John Bennetts	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Parental communication will be sent home as often as needed in student homework folders. The folders will serve as a way to get communication to parents and from parents. All communication will be sent in the primary language spoken in the child's home. Action Type: Parental Engagement	John Bennetts	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Train teachers on the importance of and ways to communicate and value the contributions of parents and families. Action Type: Parental Engagement Action Type: Professional Development	Erika McMahan	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Regular progress reports will be sent home in order to provide assistance to parents and family members in understanding content and how to monitor child's progress. Follow -up phone calls and conferences will be held with students not mastering the academic standards. Action Type: Parental Engagement	John Bennetts	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Hold parent involvement meetings such as Watch DOG Dads. Action Type: Collaboration Action Type: Parental Engagement	Monteque Robinson	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
KIPP ELA will provide a volunteer resource book to help parents while volunteering. Action Type: Collaboration Action Type: Parental Engagement	John Bennetts	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$2400

Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Elizabeth McKean	4th Grade Level Chair	Literacy
Classroom Teacher	Erika McMahan	Assistant Principal	Literacy, Mathematics
Classroom Teacher	Jacquelyn Sanders	Kindergarten Teacher	Literacy
Classroom Teacher	Monteque Robinson	PE Teacher	Wellness
Classroom Teacher	Rachel Hutchison	First Grade Teacher	Parental Involvement
Classroom Teacher	Thomas Lampert	Third Grade Level Chair	Parental Involvement, Mathematics
Community Representative	Julia Malinowski		Mathematics

Community Representative	Leslie Galloway	Contract Counselor	Wellness
District-Level Professional	Latonia Cox	Front Office Manager	Parental Involvement
District-Level Professional	Luetta Pulliman	Special Education Coordinator	Literacy, Mathematics
District-Level Professional	Luke VanDeWalle	Chief Academic Officer	Mathematics, Literacy
District-Level Professional	Matt Colburn	Chief Operating Officer	ACSIP Steering/Title I
District-Level Professional	Monica Costello	Director of Operations	Wellness
District-Level Professional	Robert Cheek	Data Manager	Mathematics
Non-Classroom Professional Staff	Allison Prewitt	Special Education	Wellness
Non-Classroom Professional Staff	Antonio Tenderso	Instructional Coach	Literacy, Wellness
Non-Classroom Professional Staff	Ashley Choate	Wellness Director	Wellness
Non-Classroom Professional Staff	Cortneigh Colburn	PreK Director	Literacy
Non-Classroom Professional Staff	John Bennetts	School Leader	ACSIP Leader/Title I
Parent	LaDora Collins		Parental Involvement
Parent	Marshall Dalencourt		Parental Involvement, Wellness
Parent	Nancy Banks	Parent	Parental Involvement

# KIPP:DELTA COLLEGE PREP SCHOOL

## Arkansas Comprehensive School Improvement Plan

2014-2015

The mission of KIPP Delta College Preparatory School is to empower our students to develop the knowledge, skills, and character traits necessary to pursue a college education and a life of value, joy, and integrity.

Grade Span: 5-8

Title I: Title I Schoolwide

School Improvement: MS

### Table of Contents

#### Priority 1: Improve Mathematics Skills and Achievement

**Goal:** Students will develop critical thinking skills that will build their ability to solve complex mathematical problems. All students will meet or exceed their college- ready MAP growth goal targets and meet or exceed Common Core standards for the 2015 PARCC Assessment.

#### Priority 2: Literacy Skills Improvement

**Goal:** All students will practice decoding and reading fluency skills. Each grade level will meet or exceed their MAP college ready Reading growth targets and Common Core standards for the 2015 PARCC Test.

#### Priority 3: Wellness

**Goal:** KIPP Delta College Prep is committed to ensuring the life long health of our students. We will accomplish this by serving nutritious school meals and promoting daily physical activity.

Priority 1: All students will improve in math problem solving, math procedures, and open response questions.

Supporting Data:

1. DCPS Benchmark Data - Combined 2008-2009 Math (Pro/Adv): 74% 5th: 48% 6th: 77% 7th: 94% 8th: 74% 2009-2010 Math (Pro/Adv): 71% 5th: 76% 6th: 68% 7th: 76% 8th: 65% 2010-2011 Math (Pro/Adv): 63% 5th: 66% 6th: 78% 7th: 67% 8th: 42% 2011-2012 Math (Pro/Adv): 63% 5th: 66% 6th: 53% 7th: 60% 8th: 61% 2012-2013 Math (Pro/Adv): 65% 5th: 62% 6th: 69% 7th: 81% 8th: 50% 2013-2014 Math (Pro/Adv): 69% 5th: 57% 6th: 74% 7th: 72% 8th: 55%
2. DCPS Benchmark Data - Subgroups 2008-2009 Math (Pro/Adv): 74% Gender: male 80%; female 70% Ethnicity: Black 74%; White 71%; Hispanic 0%; Asian 0% Free-Reduced Lunch: FRL 73%; non-FRL 83% IEP: IEP 25%; non-IEP 76% 2009-2010 Math (Pro/Adv): 71% Gender: male 74%; female 69% Ethnicity: Black 70%; White 100%; Hispanic 100%; Asian 0% Free-Reduced Lunch: FRL 69%; non-FRL 88% IEP: IEP 17%; non-IEP 72% 2010-2011 Math (Pro/Adv): 63% Gender: male 58%; female 66% Ethnicity: Black 62%; White 100%; Hispanic 100%; Asian 0% Free-Reduced Lunch: FRL 61%; non-FRL 83% IEP: IEP 25%; non-IEP 64% 2011-2012 Math (Pro/Adv): % Gender: male 59%; female 63.2% Ethnicity: Black 61%; White 100%; Hispanic 83.3%; Asian 100% Free-Reduced Lunch: FRL 58.9%; non-FRL 88.05% IEP: IEP 65%; non-IEP % 2012-2013 Math (Pro/Adv): 65% Gender: male 65%; female 65% Ethnicity: Black 64%; White 89%; Hispanic 100%; Asian 100% Free-Reduced Lunch: FRL 64%; non-FRL 75% IEP: IEP 12%; non-IEP 68% 2013-2014 Math (Pro/Adv): 69% Gender: male 67%; female 71% Ethnicity: Black 69%; White 70%; Hispanic 50%; Asian 100% Free-Reduced Lunch: FRL 67%; non-FRL 89% IEP: IEP 6%; non-IEP 73%
3. DCPS Algebra I Data - Combined 2008-2009 Algebra I (Pro/Adv): 91% 7th and 8th Combined: 91% 2009-2010 Algebra I (Pro/Adv): 86% 6th: 100% 7th: 92% 8th: 84% 2010-2011 Algebra I (Pro/Adv): 51% 7th: 69% 8th: 45% 2011-2012 Algebra I (Pro/Adv): % 7th: 100% 8th: 95% 2012-2013 Algebra I (Pro/Adv): 78% 7th: -% 8th: 78% 2013-2014 Algebra I (Pro/Adv): 93% 7th: 100% 8th: 93%
4. DCPS Algebra I Data - Subgroups 2008-2009 Algebra I (Pro/Adv): 91% Gender: male 100%; female 86% Ethnicity: Black 92%; White 67%; Hispanic 0%; Asian 0% Free-Reduced Lunch: FRL 92%; non-FRL 83% IEP: IEP 100%; non-IEP 91% 2009-2010 Algebra I (Pro/Adv): 86% Gender: male 89%; female 84% Ethnicity: Black 86%; White 100%; Hispanic 0%; Asian 0% Free-Reduced Lunch: FRL 84%; non-FRL 100% IEP: IEP 100%; non-IEP 86% 2010-2011 Algebra I (Pro/Adv): 51% Gender: male 50%; female 51% Ethnicity: Black 50%; White 100%; Hispanic %; Asian 0% Free-Reduced Lunch: FRL 47%; non-FRL 86% IEP: IEP 100%; non-IEP 50% 2011-2012 Algebra I (Pro/Adv): 95% Gender: male 93.3%; female 93.3% Ethnicity: Black 92.9%; White 100%; Hispanic 100%; Asian 0% Free-Reduced Lunch: FRL 92.6%; non-FRL 100% IEP: IEP %; non-IEP % 2012-2013 Algebra I (Pro/Adv): 78% Gender: male 78%; female 79% Ethnicity: Black 78%; White -%; Hispanic -%; Asian -% Free-Reduced Lunch: FRL 76%; non-FRL 100% IEP: IEP -%; non-IEP 78% 2013-2014 Algebra I (Pro/Adv): 93% Gender: male 96%; female 91% Ethnicity: Black 93%; White 100%; Hispanic -%; Asian -% Free-Reduced Lunch: FRL 92%; non-FRL 100% IEP: IEP -%; non-IEP 93%
5. DCPS MAP Data - Combined 2008-2009 Mathematics percent of students meeting or exceeding growth targets: 45% 5th: 31% 6th: 23% 7th: 53% 8th: 69% 2009-2010 Mathematics percent of students meeting or exceeding growth targets: 73% 5th: 56% 6th: 89% 7th: 73% 8th: 74% 2010-2011 Mathematics percent of students meeting or exceeding growth targets: 69% 5th: 74% 6th: 67% 7th: 73% 8th: 64% 2011-2012 Mathematics percent of students meeting or exceeding growth targets: % 5th: 91% 6th: 68% 7th: 63% 8th: 60% 2012-2013 Mathematics percent of students meeting or exceeding growth targets: 83% 5th: 89% 6th: 70% 7th: 92% 8th: 81% 2013-2014 Mathematics percent of students meeting or exceeding growth targets: 63% 5th: 53% 6th: 62% 7th: 61% 8th: 75%
6. DCPS MAP Data - Subgroups 2008-2009 MAP Mathematics: 45% Gender: male 49%; female 42% 2009-2010 MAP Mathematics: 73% Gender: male 81%; female 68% Ethnicity: Black 72%; White 100%; Hispanic 100%; Asian 0% 2010-2011 MAP Mathematics: 69% Gender: male 79%; female 64% Ethnicity: Black 69%; White 67%; Hispanic 100%; Asian 0% 2011-2012 MAP Mathematics: 70.3% Gender: male 75%; female 66% Ethnicity: Black 70.3%;



- White 100%; Hispanic 100%; Asian 100% 2012-2013 MAP Mathematics: 83% Gender: male 84%; female 83% Ethnicity: Black 83%; White 86%; Hispanic 100%; Asian 100% 2013-2014 MAP Mathematics: 63% Gender: male 66%; female 60% Ethnicity: Black 63%; White 67%; Hispanic 50%; Asian 100%
7. DCPS Geometry Data - Combined 2008-2009 Geometry (Pro/Adv): 100% 8th: 100% 2009-2010 Geometry (Pro/Adv): 100% 7th and 8th combined: 100% 2010-2011 Geometry (Pro/Adv): 90% 7th: 100% 8th: 89% 2011-2012 Geometry (Pro/Adv): 90% 7th: 100% 8th: 89% 2012-2013 Geometry (Pro/Adv): 85% 7th: -% 8th: 85% 2013-2014 Geometry (Pro/Adv): -% 7th: -% 8th: -%
  8. DCPS Geometry Data - Subgroups 2008-2009 Geometry (Pro/Adv): 100% Gender: male 100%; female 100% Ethnicity: Black 100%; White 100%; Hispanic 0%; Asian 0% Free-Reduced Lunch: FRL 100%; non-FRL 100% IEP: IEP 0%; non-IEP 100% 2009-2010 Geometry (Pro/Adv): 100% Gender: male 100%; female 100% Ethnicity: Black 100%; White 100%; Hispanic 0%; Asian 0% Free-Reduced Lunch: FRL 100%; non-FRL 100% IEP: IEP 0%; non-IEP 100% 2010-2011 Geometry (Pro/Adv): 90% Gender: male 100%; female 88% Ethnicity: Black 90%; White 0%; Hispanic %; Asian 0% Free-Reduced Lunch: FRL 88%; non-FRL 100% IEP: IEP %; non-IEP 90% 2011-2012 Geometry (Pro/Adv): % Gender: male 80%; female 66.7% Ethnicity: Black 72.7%; White 0%; Hispanic %; Asian 0% Free-Reduced Lunch: FRL 66.7%; non-FRL 100% IEP: IEP %; non-IEP 90% 2012-2013 Geometry (Pro/Adv): 85% Gender: male 75%; female 88% Ethnicity: Black 84%; White -%; Hispanic 100%; Asian -% Free-Reduced Lunch: FRL 81%; non-FRL 100% IEP: IEP -%; non-IEP 85% 2013-2014 Geometry (Pro/Adv): -% Gender: male -%; female -% Ethnicity: Black -%; White -%; Hispanic -%; Asian -% Free-Reduced Lunch: FRL -%; non-FRL -% IEP: IEP -%; non-IEP -%
  9. Area of weakness: At KIPP DCPS, we are continuing to improve our efforts to ensure that all students are proficient mathematicians. On the ACTAAP Exam, 65% of our students were proficient or advanced in math. Our eighth grade cohort only had 55% of students scoring proficient or advanced on the 2014 ACTAAP Exam and the fifth grade cohort had 57% of students scoring proficient or advanced. We attribute the low numbers to an inconsistent approach to instruction throughout the year. Our school has fully adopted the Eureka Math curriculum for the 2014 - 2015 school year, and teachers are receiving extensive support and professional development to ensure that the curriculum is followed with fidelity. The leadership team has also implemented weekly assessments in mathematics using the Illuminate Testing Portal to help identify weaknesses and allow teachers to target specific students.
  10. Attendance: DCPS averaged 96% attendance in the 2010-2011 school year. Female: 96.44% ADA Male: 96.17% ADA Free Lunch: 96.04% Reduced: 97.41% Paid: 97.30% 2011-2012 school year. Female: 96.44% ADA Male: 96.17% ADA Free Lunch: 80.4% Reduced: 5.9% Paid: 13.6% 2012-2013 school year. 95.5% Female: 95.8% ADA Male: 95.3% ADA Free Lunch: 95.3% Reduced: 96.3% Paid: 96.4% 2013-2014 school year 95.1% Female: 95.0% ADA Male: 95.1% ADA Free Lunch: 94.8% Reduced: 96.0% Paid: 96.2%

**Goal** Students will develop critical thinking skills that will build their ability to solve complex mathematical problems. All students will meet or exceed their college- ready MAP growth goal targets and meet or exceed Common Core standards for the 2015 PARCC Assessment.

**Benchmark** The 5th grade class at KIPP Delta College Preparatory School will meet or exceed ESEA Accountability standards.

**Benchmark** All 6-8th grade classes at KIPP Delta College Preparatory School will meet or exceed ESEA Accountability standards.

**Benchmark** At least 60% of students will meet MAP growth targets in Mathematics.

**Intervention:** KIPP Delta College Preparatory School teachers will employ multiple teaching strategies to teach mathematical problem solving and mathematical procedures.

**Scientific Based Research:** Resendez, M., Fahmy, A. & Azin Manley, M. "The Relationship Between Using Saxon Middle School Math and Student Performance on Texas Statewide Assessments", Technical Report by Harcourt Achieve; April 2005. Pendleton, Audrey, "Achievement Effects of Four Early Elementary School Math Curricula", National Center for Education Evaluation and Regional Assistance; October 2010.

Actions	Person Responsible	Timeline	Resources	Source of Funds
KIPP Delta will conduct quarterly interim assessments to track students' academic gains in math. Achievement data will be reported quarterly. Title I Funds will be used to purchase and copy testing materials such as paper, pens, pencils, and workbooks and provide achievement awards such as books, notebooks, and shirts to students showing academic gains between tests. Program Evaluation-- Directors from KIPP Delta Public Schools including Maisie Wright, Scott Shirey, and Heather Johnson met in July 2014 to discuss the Benchmark results. In this meeting, the directors decided to administer interim assessments quarterly for 2014-2015 School Term. Staff will continue to be trained on how to analyze and use data from these tests to increase student achievement. Action Type: Collaboration Action Type: Program Evaluation Action Type: Special Education Action Type: Title I Schoolwide	Heather Johnson	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	Title I - Materials & Supplies: \$4999.86 <hr/> ACTION BUDGET: \$4999.86
Annually review ACSIP to determine effectiveness of the plan and/or the need to revise/update. Program Evaluation--The School Director, Heather Johnson, met with various constituents throughout the months of July and August to determine goals and priorities for KIPP Delta College Preparatory School. Last year's data shows that the	Heather Johnson	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	<hr/> ACTION BUDGET: \$

<p>following passing levels in mathematics on the 2013 Benchmark: 5th Grade = 57% (from 62%), 6th Grade = 74% (from 69%), 7th Grade = 72% (from 81%), 8th Grade = 55% (from 50%). The mathematics scores increased at 6th and 8th grade and decreased at 5th and 7th grade. At 6th and 8th grade, we believe they really stuck to the curriculum and were pushing critical thinking while teaching mathematics. This year we moved to a new curriculum, Eureka Math, that will also push rigor and critical thinking. We hope with this new curriculum and teachers using it with fidelity our scores will improve.</p> <p>Action Type: Program Evaluation</p>				
<p>Schedule three parent meeting nights to discuss student needs and provide suggestions to them on ways to assist their children.</p> <p>Action Type: Parental Engagement</p>	Shavonne Ward	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
<p>Use Title 1 funds to purchase IXL, a computer based math resource that will allow differentiation in the Math classroom.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	Alice Goldsberry	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Computers</li> <li>Teachers</li> </ul>	<p>Title I - Materials &amp; Supplies: \$1750.00</p> <hr/> <p>ACTION BUDGET: \$1750</p>
<p>Staff will receive training on data disaggregation and analyze test data in order to identify students' strengths and areas of need.</p> <p>Action Type: AIP/IRI</p>	Angela Goodin	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
<p>NSLA funds will be used to provide supplemental instruction through an after school program from 4:30-6:00 p.m. This program will be designed to reduce the gap between our subpopulations. Costs include 17% of the annual teacher salaries and benefits for 9 FTEs. Teachers include: Ian Barber, Devin Farmer, Marquita Ford, Ariel Gardner, Jordan Holty-Humphreys, Luke Humphreys, Venesha Jackson, Latoya Jones (.5), and Lashunder Ross (.5).</p> <p>Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Special Education</p>	Heather Johnson	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	<p>NSLA (State-281) - Employee Benefits: \$16646.15</p> <p>NSLA (State-281) - Employee Salaries: \$53971.69</p> <hr/> <p>ACTION BUDGET: \$70617.84</p>
<p>Teachers will use data from the state Benchmark exam and other sources (Measures of Academic Progress, diagnostic tools) to determine a student's level of achievement. Teachers will then determine a battery of interventions suited to each student. Interventions may include, but are not limited to, the following: small group instruction, after-school tutoring, remediation during the day, and the use of computerized intervention programs.</p> <p>Action Type: AIP/IRI</p>	Alice Goldsberry	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
<p>Title I funds will be used to provide four days of supplementary professional development in literacy instruction to staff and to provide a mandatory two-week summer program focused on literacy and math for students in 2014. The program is designed to reduce the achievement gap between sub-populations. Costs for 2014 are estimated to be 6.0% of annual teacher salaries and benefits for 7 FTEs: Ian Barber, Devin Farmer, Marquita Ford, Ariel Gardner, Jordan Holty-Humphreys, Luke Humphreys, and Venesha Jackson; and 3.0% of the salary and benefits of 4 FTEs: Alice Goldsberry, Angela Goodin, Latoya Jones, and Lashunder Ross.</p> <p>Action Type: AIP/IRI Action Type: Equity Action Type: Title I Schoolwide</p>	Heather Johnson	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Central Office</li> <li>Teachers</li> </ul>	<p>Title I - Employee Salaries: \$38222.95</p> <p>Title I - Employee Benefits: \$6691.69</p> <hr/> <p>ACTION BUDGET: \$44914.64</p>
<p>Title I School-Wide Needs Assessment- KIPP Delta College Preparatory School, in order to improve skills across the curriculum, will provide for a needs assessment in the form of the Measures of Academic Progress (MAP) test.</p> <p>Action Type: Title I Schoolwide</p>	Heather Johnson	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Computers</li> </ul>	ACTION BUDGET: \$

NSLA funds will be used to culminate framework-specific content with experience based field trips that are tied to a particular standard and provide our students (who are located in a poor and rural area) with the opportunity to experience content learned in the classroom.	Heather Johnson	Start: 07/01/2014 End: 06/30/2015		NSLA (State-281) - Purchased Services: \$9000.00 NSLA (State-281) - Materials & Supplies: \$1000.00  ACTION BUDGET: \$10000
NSLA funds will be used to culminate framework-specific content with experience based week- long intensive interventions that are tied to a particular standard and provide our students (who are located in a poor and rural area) with the opportunity to experience content learned in the classroom. Action Type: Equity	Heather Johnson	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>Teachers</li> </ul>	NSLA (State-281) - Purchased Services: \$23000.00 NSLA (State-281) - Materials & Supplies: \$1000.00  ACTION BUDGET: \$24000
Title I funds will be used to provide ten days of supplementary professional development in literacy instruction to staff and to provide a mandatory two-week summer program focused on literacy and math for students in July and August 2015. The program is designed to reduce the achievement gap between sub-populations. Costs for 2015 are estimated to be 9.0% of annual teacher salaries and benefits for 3 FTEs (Johnson, Christopher Johnson; Stacie, Morris, and one vacancy) and 3.0% of the salary and benefits of 4 FTEs (Alice, Goldsberry; Angela Goodin; La Toya Jones; and Lashunder Ross). Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Special Education Action Type: Title I Schoolwide	Heather Johnson	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>Teachers</li> </ul>	Title I - Employee Benefits: \$4860.00 Title I - Employee Salaries: \$18000.00  ACTION BUDGET: \$22860
DCPS will use Title 1 funds to send one teacher to an in depth teacher leader training program sponsored by the KIPP Foundation. The program is designed to help teachers increase their level of rigor in science and math instruction. Costs include travel expenses, registration, and lodging. (Ian Barber) Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation	Heather Johnson	Start: 07/01/2014 End: 06/30/2015		Title I - Purchased Services: \$1270.00  ACTION BUDGET: \$1270
<b>Total Budget:</b>				<b>\$180412.34</b>

**Intervention: Implement Accelerated Math and differentiated Math Instruction.**

Scientific Based Research: Sadusky, L.A., & S.K. Brem, "The Use of Accelerated Math in an Urban Title I Elementary School," Technical Report. Temple, AZ: Arizona State University, 2002

Actions	Person Responsible	Timeline	Resources	Source of Funds
DCPS will use Title I funds to purchase additional technology, such as graphing calculators (75 calculators at \$96.20 each) to support math instruction. Action Type: Technology Inclusion Action Type: Title I Schoolwide	Angela Goodin	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	Title I - Materials & Supplies: \$7215.00  ACTION BUDGET: \$7215
KIPP DCPS teachers will develop and align curriculum to state standards. Action Type: Alignment Action Type: Collaboration	Alice Goldsberry	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$

Action Type: Professional Development Action Type: Title I Schoolwide				
Staff will evaluate student progress after each interim assessment. The results of these quarterly tests will also help evaluate the effectiveness of student AIPs. Program Evaluation-- As a region, we decided to administer interim assessments quarterly during the 2014-2015 school year. These exams will allow us to view standards that students are having difficulty mastering. We will also use this data to drive instruction in our mathematics classes at DCPS. We have strengthened our reading enrichment program to assist our students with open response questions. We will use Eureka math as our primary curriculum to drive results. Action Type: Program Evaluation	Heather Johnson	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Use Title 1 funds to maintain (\$200 bulbs)and purchase technology such as LCD projectors (1 at \$900)and document cameras (8 at \$700)during instruction to enhance lessons based on Arkansas state standards and targeted subpopulations. Action Type: Technology Inclusion Action Type: Title I Schoolwide	Angela Goodin	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Computers</li> <li>Teachers</li> </ul>	Title I - Materials & \$6700.00 Supplies:  ACTION BUDGET: \$6700
Title I School-Wide Reform Strategies- KIPP Delta College Preparatory School will implement a school-wide reform strategy in the form of department meetings to assess and revise the curriculum, disaggregate student data, and devise ways to incorporate mathematics and/or reading content across the disciplines. Action Type: Title I Schoolwide	Levi Rogers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Title I School-Wide Point-in-Time Remediation- KIPP Delta College Preparatory School will increase the timeliness and effectiveness of point-in-time remediation by utilizing daily, informal, formative assessments and the lists of skills generated from the computer-based interim assessment, the MAP test, to plan for small group interventions. Action Type: AIP/IRI	Alice Goldsberry	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Computers</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Title 1 funds will be used to purchase 50 chrome books (estimated at \$262.00 each) for students to promote interactive math instruction and personalized learning. Title 1 funds will also be used to pay for two charging carts (\$1,323.63 each); the technical setup of these devices (white glove service \$13 per book); and to install google as the operating system (\$30 per book). This will allow students to begin using the equipment as soon as it is delivered. Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion Action Type: Title I Schoolwide	Heather Johnson	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Computers</li> </ul>	Title I - Materials \$18000.00 & Supplies:  ACTION BUDGET: \$18000
Total Budget:				\$31915

Intervention: Increase staff size to provide remediation and time for other instructors to give additional mathematics instruction.

Scientific Based Research: Bohrnstedt, G.W., & Stecher, B.M. (Eds.) (2002). "What We Have Learned about Class Size Reduction in California." Capstone Report. Sacramento, CA: California Department of Education.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Using district funds, KIPP DCPS will initiate an "at-will renewal bonus" to attract and retain top-performing mathematics teachers. Action Type: Equity Action Type: Professional Development	Heather Johnson	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>None</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Title I School-Wide Instruction from Highly Qualified Teachers- KIPP Delta College Preparatory School will ensure that teachers at every grade level are designated or have a plan to be designated as a "Highly Qualified Teacher". All teachers will be required to have at least a Bachelor's degree as well as to have taken and passed the appropriate Praxis II assessment. Action Type: Title I Schoolwide	Alice Goldsberry	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Title I School-Wide Coordination of Federal and State Funds- KIPP Delta College Preparatory School will seek to appropriately disburse and coordinate federal and	Heather Johnson;	Start: 07/01/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	ACTION BUDGET: \$

state funds through monthly meetings and consultations with the district's Director of Finance. Performance Evaluation: We were successful at holding monthly meetings to ensure we were meeting projected monthly expenditure benchmarks.	Charity Hallman	End: 06/30/2015	<ul style="list-style-type: none"> <li>Central Office</li> <li>District Staff</li> </ul>	
Use Title I funds to hire one full time classroom instructional assistants to support the teacher of record in the classroom and to ensure students' academic needs are being met. The instructional assistant is Jackie Wahls, salary-\$24,850 and benefits-\$9,028. Action Type: Equity Action Type: Title I Schoolwide	Heather Johnson	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> <li>Teaching Aids</li> </ul>	Title I - Employee Salaries: \$24850.81 Title I - Employee Benefits: \$9028.20 <hr/> ACTION BUDGET: \$33879.01
NSLA funds will be used to employ Mathematics instructional facilitators on an ongoing basis to provide rigorous instruction in the classroom. Costs include 75% of the salary and benefits for 2 FTEs: Alice Goldsberry (1 FTE), salary-\$60,000, benefits-\$16,638; Angela Goodin (1 FTE) salary-\$60,000, benefits-\$16,638. Action Type: Collaboration Action Type: Equity	Heather Johnson	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	NSLA (State-281) - Employee Benefits: \$24957.00 NSLA (State-281) - Employee Salaries: \$90000.00 <hr/> ACTION BUDGET: \$114957
Total Budget:				\$148836.01

Intervention: Provide ongoing professional development to increase teacher competency in mathematics instruction.

Scientific Based Research: Killion, Joellen. "What Works in the Elementary School Results Based Staff Development". National Staff Development Council, 2002. Stein, M.K., J. Remillard, and M.S. Smith. "How Curriculum Influences Student Learning." In. Second Handbook of Research on Mathematics Teaching and Learning, edited by F. K. Lester, Jr. (vol. 1, pp. 319-369). New York: Information Age Publishing, 2007.

Actions	Person Responsible	Timeline	Resources	Source of Funds
DCPS will use State PD funds to send approximately 2 teachers to annual mathematics professional development workshops in order to support their development in Mathematics instruction. Teachers will summarize the content of the workshops to share information with other teachers and to evaluate the workshops.(Alice Goldsberry and Marquita Ford) Action Type: Collaboration Action Type: Professional Development	Heather Johnson	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	PD (State-223) - Purchased Services: \$1369.00 <hr/> ACTION BUDGET: \$1369
DCPS will use NSLA funds to provide teachers with a \$500 stipend to cover a self-selected professional development opportunity. These opportunities could include site visits to various KIPP schools to increase classroom effectiveness; conferences or academic retreats in their subject area; and/or the procurement of professional books or magazines. This will be offered to approximately 11 math, science and special education teachers. Only one teacher has requested funds. Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education	Heather Johnson	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>None</li> <li>Teachers</li> </ul>	NSLA (State-281) - Purchased Services: \$500.00 <hr/> ACTION BUDGET: \$500
DCH used Title I funds to send approximately 9 teachers and teacher aides to a week long summer training that will provide instruction on best practices in math for middle school education. Action Type: Collaboration Action Type: Professional Development Action Type: Title I Schoolwide	Heather Johnson	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Outside Consultants</li> <li>Teachers</li> </ul>	Title I - Purchased Services: \$3880.00 <hr/> ACTION BUDGET: \$3880
Use Title I funds to send approximately 3 first and/or second year Teach for America teachers to quarterly weekend professional development workshops sponsored by TFA in order to support development in math instruction. Teachers will summarize the content of the workshops to share information with other teachers and to evaluate the	Heather Johnson	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Outside Consultants</li> <li>Teachers</li> </ul>	Title I - Purchased Services: \$12000.00 <hr/> \$12000

workshops. (Devin Farmer, Ariel Gardner, and John Waddill) Program Evaluation: Our teachers attended workshops where they gathered new ideas about teaching math and brought them back to share with the teachers. This not only brought new ideas to our school, but it also encouraged collaboration between teachers. These conferences were added by the KIPP region and other organizations. Teachers also were able to collaborate with teachers at other schools. Action Type: Collaboration Action Type: Professional Development Action Type: Title I Schoolwide				ACTION BUDGET:
DCPS will use Title 1 funds to send one of its assistant principals to the KIPP Foundation's Leadership Team Training. This program is designed for assistant principals who are new to their roles. The purpose is to help them develop school-wide leadership and management skills needed to be more effective at coaching and leading teachers. (Angela Goodin) Action Type: Collaboration Action Type: Professional Development Action Type: Title I Schoolwide	Heather Johnson	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Outside Consultants</li> </ul>	Title I - Purchased Services: \$4150.00  ACTION BUDGET: \$4150
DCPS will use NSLA funds to send one of its teachers to a KIPP Foundation Teacher Leader Program (KTLP). KTLP is designed to help teachers develop the leadership skills and competencies needed to be successful in new roles such as grade level chair, department chair, and/or Saturday school coordinator. (Ian Barber) Action Type: Collaboration Action Type: Professional Development	Heather Johnson	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	NSLA (State-281) - Purchased Services: \$7500.00  ACTION BUDGET: \$7500
DCPS will use Title 1 funds to send its principal to a School Leader Development Course aimed at helping them become more effective coaches (of instruction and staff) so they can drive student growth and achievement. (Heather Johnson) Action Type: Collaboration Action Type: Equity Action Type: Title I Schoolwide	Heather Johnson	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	Title I - Purchased Services: \$4000.00  ACTION BUDGET: \$4000
State PD funds will be used to send a teacher (Venesha Jackson) to a NSTA (National Science Teachers Association) conference. This conference consists of training on the latest science content, teaching strategies, and research to help teachers increase the rigor of science instruction in the classroom. Action Type: Collaboration Action Type: Professional Development Action Type: Title I Schoolwide	Heather Saunders	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	PD (State-223) - Purchased Services: \$1338.00  ACTION BUDGET: \$1338
State PD funds were used to send two instructional facilitators (Alice Goldsberry and Angela Goodin) to a week long summer training that provided instruction on best practices in middle school mathematics. Action Type: Collaboration Action Type: Professional Development Action Type: Title I Schoolwide	Heather Johnson	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	PD (State-223) - Purchased Services: \$1287.00  ACTION BUDGET: \$1287
State PD funds will be used to provide ongoing coaching and instruction on science from KICK UP to Ian Barber and Luke Humphreys. Action Type: Collaboration Action Type: Professional Development Action Type: Title I Schoolwide	Heather Johnson	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	PD (State-223) - Purchased Services: \$900.00  ACTION BUDGET: \$900
Total Budget:				\$36924

**Intervention: Increase parental involvement to support student learning.**

Scientific Based Research: Parental Involvement. National PTA, National Standards for Parent/Family Involvement Programs, May 1993. Achievement Now! How to Assure No Child is Left Behind. Fielder, Dr.D.J., 2003.

Actions	Person Responsible	Timeline	Resources	Source of Funds

Provide handbooks and updated information via the web to parents regarding the school and its policies. Action Type: Collaboration Action Type: Parental Engagement	Elise Williams	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> </ul>	ACTION BUDGET: \$
KIPP Delta College Preparatory School will provide information via the website (www.kippdelta.org) on how parents can better assist their child on homework and studying to prepare for a test. Action Type: Parental Engagement	Heather Saunders	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Provide a career orientation class for 8th graders and include information to parents about successfully entering their students into a high school. Action Type: Parental Engagement	Raya Rios	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
KIPP DCPS will provide information and hold parent conferences coinciding with the release of report cards to confer with parents on how to improve the learning environment at home and work with their student on various skills introduced in the classroom. Action Type: Parental Engagement Action Type: Title I Schoolwide	Heather Johnson	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
KIPP DCPS will provide a Parent/Student/School Contract to outline the responsibilities of all parties involved in the educational process for each student. Contracts will require parent and, when possible, student, and school signatures to attest to the fact that each entity has been apprised of the expectations. Action Type: Equity Action Type: Parental Engagement Action Type: Title I Schoolwide	Elise Williams	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Title I School-Wide Parental Involvement- KIPP Delta College Preparatory School will seek to increase parental involvement and commitment by hosting student events at least once a semester in which parents are invited to attend. Types of involvement will include parental involvement nights at the school and summer materials that engage involvement. Action Type: Parental Engagement Action Type: Title I Schoolwide	Shavonne Ward	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	Title I - Materials \$3499.00 & Supplies:  ACTION BUDGET: \$3499
Title I School-Wide Transition- KIPP Delta College Preparatory School will help ease the transition from middle school to high school by creating more continuity in the classroom. Middle school teachers will observe and collaborate with high school teachers to adopt similar assessments, utilize similar classroom assignments, and create alignment regarding work load and classroom expectations for students. Middle school teachers will also administer the Explore test to prepare students for the ACT in high school. Action Type: Title I Schoolwide	Luke Humphreys	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Building Parental Capacity- KIPP Delta College Preparatory School will help parents understand how to monitor their child's progress by providing information about the Benchmark 2014 results and information about their child's progress on monthly practice exams including information on how to read the score reports. Action Type: Parental Engagement Action Type: Title I Schoolwide	Shavonne Ward	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Central Office</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Building Parental Capacity- KIPP Delta College Preparatory School will host parent conferences as necessary, but no less than twice per year, to train parents to help work with their children to improve academic achievement. Action Type: Parental Engagement Action Type: Title I Schoolwide	Heather Johnson	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Building Parental Capacity- KIPP Delta College Preparatory School will hold commitment meetings with each new family to the school and require teachers and other school personnel to attend in order to educate them on effective communication with parents and the value of their contributions. Action Type: Parental Engagement Action Type: Title I Schoolwide	Betty Sanders	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Building Parental Capacity- KIPP Delta College Preparatory School will designate a parent liaison to communicate	Betty Sanders	Start: 07/01/2014	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	

between parents and teachers. Action Type: Parental Engagement		End: 06/30/2015		ACTION BUDGET: \$
Building Parental Capacity- KIPP Delta College Preparatory School will ensure that information related to school and parent programs is sent home through letters, notes in agendas, postings on the website, and phone calls home in a language parents can understand. Action Type: Parental Engagement	Elise Williams	Start: 07/01/2014 End: 06/30/2015	• Teachers	ACTION BUDGET: \$
Building Parental Capacity- KIPP Delta College Preparatory School will provide other reasonable support for parental involvement activities as parents may request. Action Type: Parental Engagement	Shavonne Ward	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Teachers	ACTION BUDGET: \$
Total Budget:				\$3499

Intervention: Implement a school culture that encourages and enforces a drug-free, violent-free, bully-free, and overall safe and positive school climate.

Scientific Based Research: Elbot, Charles F. and David Vance Fulton. "Building and Intentional School Culture: Excellence in Academics and Character". Corwin Press, 2007.

Actions	Person Responsible	Timeline	Resources	Source of Funds
KIPP DCPS teachers will attend workshops sponsored by KIPP Foundation, other organizations, and visit other KIPP schools to research their approach to creating a safe and drug free school. Our staff will research different approaches to reducing suspension and expulsion. Furthermore, we will explore both management and technological solutions to mitigating risks from external and internal threats. Action Type: Professional Development	Scott Shirey; Heather Johnson	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Teachers	ACTION BUDGET: \$
The school will host a Parent Pride night, where parents can celebrate the positive choices students have made throughout the year. Action Type: Parental Engagement	Heather Johnson; Shavonne Ward	Start: 07/01/2014 End: 06/30/2015	• Teachers	ACTION BUDGET: \$
Total Budget:				\$0

Priority 2: All students will improve in the areas of reading comprehension, critical thinking, language mechanics, vocabulary, and constructed response.

Supporting Data:

- DCPS Benchmark Data - Combined 2008-2009 Literacy(Pro/Adv):70% 5th: 57% 6th: 68% 7th: 73% 8th: 80% 2009-2010 Literacy (Pro/Adv): 74% 5th: 70% 6th: 61% 7th: 74% 8th: 89% 2010-2011 Literacy (Pro/Adv): 72% 5th: 63% 6th: 81% 7th: 67% 8th: 78% 2011-2012 Literacy (Pro/Adv): 77% 5th: 82% 6th: 67% 7th: 78% 8th: 81% 2012-2013 Literacy (Pro/Adv): 80% 5th: 90% 6th: 70% 7th: 77% 8th: 85% 2013-2014 Literacy (Pro/Adv): 81% 5th: 83% 6th: 76% 7th: 82% 8th: 85%
- DCPS Benchmark Data - Subgroups 2008-2009 Literacy (Pro/Adv): 70% Gender: male 67%; female 72% Ethnicity: Black 70%; White 86%; Hispanic 0%; Asian 0% Free-Reduced Lunch: FRL 69%; non-FRL 79% IEP: IEP 25%; non-IEP 72% 2009-2010 Literacy (Pro/Adv): 74% Gender: male 68%; female 78% Ethnicity: Black 74%; White 100%; Hispanic 0%; Asian 0% Free-Reduced Lunch: FRL 73%; non-FRL 83% IEP: IEP 0%; non-IEP 76% 2010-2011 Literacy (Pro/Adv): 72% Gender: male 64%; female 77% Ethnicity: Black 72%; White 100%; Hispanic 50%; Asian 0% Free-Reduced Lunch: FRL 70%; non-FRL 92% IEP: IEP 0%; non-IEP 75% 2011-2012 Literacy (Pro/Adv): % Gender: male 70.9%; female 83.5% Ethnicity: Black 77.65%; White 100%; Hispanic 83.3%; Asian 100% Free-Reduced Lunch: FRL 75.9%; non-FRL 95.75% IEP: IEP 0%; non-IEP 81.9% 2012-2013 Literacy (Pro/Adv): 80% Gender: male 75%; female 86% Ethnicity: Black 80%; White 100%; Hispanic 100%; Asian 100% Free-Reduced Lunch: FRL 79%; non-FRL 93% IEP: IEP 18%; non-IEP 84% 2013-2014 Literacy (Pro/Adv): 81% Gender: male 75%; female 88% Ethnicity: Black 81%; White 88%; Hispanic 100%; Asian 100% Free-Reduced Lunch: FRL 80%; non-FRL 95% IEP: IEP 22%; non-IEP 85%
- DCPS MAP Data -Combined 2008-2009 Reading percent of students meeting or exceeding growth targets: 38% 5th: 21% 6th: 43% 7th: 35% 8th: 52% 2009-2010 Reading percent of students meeting or exceeding growth targets: 62% 5th: 58% 6th: 54% 7th: 75% 8th: 61% 2010-2011 Reading percent of students meeting or exceeding growth targets: 64% 5th: 62% 6th: 62% 7th: 58% 8th: 75% 2011-2012 Reading percent of students meeting or exceeding growth targets: 56.8% 5th: 63% 6th: 52% 7th: 58% 8th: 54% 2012-2013 Reading percent of students meeting or exceeding growth targets: 71% 5th: 71% 6th: 65% 7th: 79% 8th: 68% 2013-2014 Reading percent of students meeting or exceeding growth targets: 66% 5th: 58% 6th: 62% 7th: 78% 8th: 66%
- DCPS MAP Data - Combined 2008-2009 Language percent of students meeting or exceeding growth targets: 52% 5th: 34% 6th: 49% 7th: 62% 8th: 63% 2009-2010 Language percent of students meeting or exceeding growth targets: 67% 5th: 51% 6th: 64% 7th: 83% 8th: 70% 2010-2011 Language percent of students meeting or exceeding growth targets: 68% 5th: 68% 6th: 62% 7th: 80% 8th: 62% 2011-2012 Language percent of students meeting or exceeding growth targets: 59.1% 5th: 70% 6th: 70% 7th: 41% 8th: 57% 2012-2013 Language percent of students meeting or exceeding growth targets: 75% 5th: 77% 6th: 78% 7th: 65% 8th: 81% 2013-2014 Language percent of students meeting or exceeding growth targets: 60% 5th: 56% 6th: 57% 7th: 61% 8th: 66%
- DCPS MAP Data - Subgroups 2008-2009 MAP Language: 52% Gender: male 52%; female 53% 2009-2010 MAP Language: 67% Gender: male 73%; female 64% Ethnicity: Black 67%; White 100%; Hispanic 100%; Asian 0% 2010-2011 MAP Language: 68% Gender: male 79%; female 62% Ethnicity: Black 69%; White 67%; Hispanic 100%;



- Asian 0% 2011-2012 MAP Language: 68% Gender: male 798; female 62% Ethnicity: Black 69%; White 67%; Hispanic 100%; Asian 0% 2012-2013 MAP Language: 75% Gender: male 73%; female 78% Ethnicity: Black 75%; White 100%; Hispanic 100%; Asian 100% 2013-2014 MAP Language: 60% Gender: male 58%; female 62% Ethnicity: Black 60%; White 67%; Hispanic 100%; Asian 0%
6. DCPS MAP Data - Subgroups 2008-2009 MAP Reading: 38% Gender: male 45%; female 33% 2009-2010 MAP Reading: 62% Gender: male 60%; female 63% Ethnicity: Black 62%; White 50%; Hispanic 50%; Asian 0% 2011-2012 MAP Reading: 59% Gender: male 53%; female 64% Ethnicity: Black 58%; White 67%; Hispanic 100%; Asian 100% 2012-2013 MAP Reading: 71% Gender: male 74%; female 68% Ethnicity: Black 70%; White 86%; Hispanic 100%; Asian 100% 2013-2014 MAP Reading: 66% Gender: male 63%; female 68% Ethnicity: Black 65%; White 78%; Hispanic 100%; Asian 100%
  7. Area of weakness: KIPP DCPS will continue to have an emphasis on literacy at the school, focusing both on phonics and comprehension. Contrary to the 2012-2013 year, no specific reading/literacy curriculum was in place in order to drive consistent instruction and provide guidance to teachers. For the 2014-2015 year, however, we have reinstated a structured, rigorous literacy curriculum that drives reading and language instruction. We have also reinstated a separate reading blocks that is targeted specifically at reading comprehension and critical thinking that is matched to students reading level. These adjustments should yield significantly higher results, as they have done in previous years.
  8. Attendance: DCPS averaged 96% attendance in the 2010-2011 school year. Female: 96.44% ADA Male: 96.17% ADA Free Lunch: 96.04% Reduced: 97.41% Paid: 97.30% 2010-2011 school year. Female: 96.44% ADA Male: 96.17% ADA Free Lunch: 96.04% Reduced: 97.41% Paid: 97.30% 2011-2012 school year. Female: 96.4% ADA Male: 96.3% ADA Free Lunch: 80.4% Reduced: 5.9% Paid: 13.6% 2012-2013 school year. 95.5% Female: 95.8% ADA Male: 95.3% ADA Free Lunch: 95.3% Reduced: 96.3% Paid: 96.4% 2013-2014 school year. 95.1% Female: 95% ADA Male: 95.1% ADA Free Lunch: 94.8% Reduced: 96% Paid: 96.2%

- Goal All students will practice decoding and reading fluency skills. Each grade level will meet or exceed their MAP college ready Reading growth targets and Common Core standards for the 2015 PARCC Test.
- Benchmark KIPP Delta College Preparatory School 5th grade students will meet or exceed ESEA Accountability standards.
- Benchmark KIPP Delta College Preparatory School 6-8th graders will meet or exceed ESEA Accountability standards.
- Benchmark At least 60% of students will meet MAP growth targets in reading.
- Benchmark At least 60% of students will meet MAP growth targets in language.

Intervention: Delta College Preparatory School will employ multiple teaching strategies schools to improve literacy skills.				
Scientific Based Research: Rosellini, Lynn "Closing the Gap..." US News and World Report, March 22, 2004. Carnhan, Ira "No Shortcuts." Forbes, November 10, 2003. Resendez, Miriam & Azin, Mariam, Shurley English: The Relationship Between Shurley English and Student Language Arts Performance, Planning, Research & Evaluation Services, May 2010.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The school will use Title I funds to purchase extra workbooks and at least 8 classic novel sets for all reading levels so that each student can have their own copy of materials and supplies. This will enable students to take these materials home for further practice which would not otherwise be possible. Action Type: Alignment Action Type: Title I Schoolwide	Chris Johnson	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>School Library</li> <li>Teachers</li> </ul>	Title I - Materials & Supplies: \$10800.00  ACTION BUDGET: \$10800
Teachers will utilize the Measures of Academic Progress test by Northwest Evaluation Association to measure reading lexile and percentile levels. Action Type: Alignment Action Type: Equity	Chris Johnson	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Computers</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
DCPS will use Title I funds to purchase supplemental reading programs and materials such as Scholastic Guided Reading and Achieve 3000 to assist students that struggle with reading. Achieve 3000 has an estimated cost of \$16,000.00 and the leveled reading sets are estimated to cost \$8,000 per set. DCPS will purchase at least 2 sets. Action Type: Equity Action Type: Title I Schoolwide	Chris Johnson	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	Title I - Materials & Supplies: \$39776.67  ACTION BUDGET: \$39776.67
DCPS will conduct quarterly interim assessments to track students' academic gains in literacy. Achievement data will be reported quarterly. Title I funds will be used to purchase and copy testing materials and provide achievement awards to students showing academic gains between tests. Program Evaluation--Directors from KIPP Delta Public Schools including Maisie Wright, Scott Shirey, and Heather Johnson met in July 2014 to discuss the Practice Benchmark tests. In this meeting, the directors decided to administer Practice Benchmark Exams once a month during the 2014 - 2015 School Term. Staff will continue to be trained on how to analyze and use data from these tests to increase student achievement. We have also implemented a	Heather Johnson	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$

system where teachers will meet once per month to disaggregate data to improve student achievement. Action Type: Collaboration Action Type: Program Evaluation Action Type: Special Education Action Type: Title I Schoolwide				
NSLA funds will be used to provide supplemental literacy instruction through an after school program from 4:30-6:00 p.m. This program will be designed to reduce the gap between our subpopulations. Costs include 17% of the annual salaries and benefits of 6 FTEs. Teachers include: Christopher Johnson, LaToya Jones (.5), Chasity Lee, Stacie Morris, Lashunder Ross (.5), Jennifer Tendero, and John Waddill. Action Type: Collaboration Action Type: Equity Action Type: Special Education	Heather Johnson	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>Teachers</li> </ul>	NSLA (State-281) - Employee \$10535.51 Benefits: NSLA (State-281) - Employee \$34340.54 Salaries: <hr/> ACTION BUDGET: \$44876.05
DCPS will use Title 1 funds to renew licenses for Renaissance Reading, which is Accelerated Reader; pay for data integration services; and to purchase a one year subscription for Illuminate, a data and assessment management system. These programs will enhance our staff's ability to monitor and adjust to student learning patterns throughout the year. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion Action Type: Title I Schoolwide	Chris Johnson	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Computers</li> <li>Teachers</li> </ul>	Title I - Materials & Supplies: <hr/> ACTION BUDGET: \$5000
Utilize Accelerated Reader in class to enhance lessons based on Arkansas state standards tailored to targeted sub-populations. Action Type: AIP/IRI Action Type: Technology Inclusion	Chris Johnson	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Computers</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Title I funds will be used to provide four days of supplementary professional development in literacy instruction to staff and to provide a mandatory two-week summer program focused on literacy and math for students in 2014. Costs for 2014 are estimated to be 6.0% of annual teacher salaries and benefits for approximately 4 FTEs: Christopher Johnson, Stacie Morris, Jennifer Tendero, and John Waddill. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Special Education Action Type: Title I Schoolwide	Heather Johnson	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>District Staff</li> <li>Teachers</li> </ul>	Title I - Employee Salaries: \$2743.26 Title I - Employee Benefits: \$2205.90 <hr/> ACTION BUDGET: \$4949.16
NSLA funds will be used to culminate framework-specific content with experience based field trips that are tied to a particular standard and provide our students (who are located in a poor and rural area) with the opportunity to experience content learned in the classroom. Action Type: Collaboration Action Type: Equity	Heather Johnson	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	NSLA (State-281) - Materials & Supplies: \$1000.00 NSLA (State-281) - Purchased Services: \$9000.00 <hr/> ACTION BUDGET: \$10000
NSLA funds will be used to culminate framework-specific content with experience based week- long intensive interventions that are tied to a particular standard and provide our students (who are located in a poor and rural area) with the opportunity to experience content learned in the classroom. Action Type: Collaboration Action Type: Equity	Heather Johnson	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	NSLA (State-281) - Purchased Services: \$18000.00 NSLA (State-281) - Materials & Supplies: \$2000.00

				ACTION BUDGET: \$20000
DCPS will use Title 1 funds to purchase 4 document cameras (est. \$700 each) to support literacy instruction. This tool allows an entire class to receive immediate feedback and follow the teacher as they write and edit. Action Type: Technology Inclusion Action Type: Title I Schoolwide	Heather Johnson	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Computers</li> <li>Teachers</li> </ul>	Title I - Materials & Supplies: \$2800.00  ACTION BUDGET: \$2800
Title I funds will be used to provide ten days of supplementary professional development in literacy instruction to staff and to provide a mandatory two-week summer program focused on literacy and math for students in July and August in 2015. The program is designed to reduce the achievement gap between sub-populations. Costs for 2015 are estimated to be 9.0% of annual teacher salaries and benefits for approximately 3 FTEs (Christopher Johnson, Stacie Morris, and one vacancy) and 3% of the salary and benefits for approximately 4 FTEs (Alice Goldsberry, Angela Goodin, LaToya Jones, and Lashunder Ross). Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Special Education Action Type: Title I Schoolwide	Heather Johnson	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>Teachers</li> </ul>	Title I - Employee Salaries: \$21377.18 Title I - Employee Benefits: \$5501.30  ACTION BUDGET: \$26878.48
Title 1 funds will be used to purchase 50 chrome books (estimated at \$262.00 each) for students to promote interactive math instruction and personalized learning. Title 1 funds will also be used to pay for two charging carts (\$1,323.63 each); the technical setup of these devices (white glove service \$13 per book); and to install google as the operating system (\$30 per book). This will allow students to begin using the equipment as soon as it is delivered. Action Type: Technology Inclusion Action Type: Title I Schoolwide	Heather Johnson	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Computers</li> </ul>	Title I - Materials & Supplies: \$18000.00  ACTION BUDGET: \$18000
Total Budget:				\$183080.36

Intervention: Increase staff size to provide remediation and time for other instructors to give additional English/language arts instruction.

Scientific Based Research: Bohrstedt, G.W., & Stecher, B.M. (Eds.) (2002). "What We Have Learned about Class Size Reduction in California." Capstone Report. Sacramento, CA: California Department of Education.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Research enrichment opportunities and training programs targeting literacy. Action Type: Equity	Heather Johnson	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Using district funds, KIPP DCPS will initiate a "at-will renewal bonus" to attract and retain top-performing English/language arts teachers. Action Type: Equity	Heather Johnson	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Central Office</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Use Title I funds to employ English Language Arts instructional facilitators on an ongoing basis to provide language support and rigorous instruction in the classroom. Costs include 100% of the salary and benefits for 2 full time teachers (Levi Rogers, salary-\$46,497, benefits-\$13,715 and Shavonne Ward, salary-\$47,802, benefits-\$13,997). Action Type: Equity Action Type: Title I Schoolwide	Chris Johnson	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	Title I - Employee Salaries: \$94229.00 Title I - Employee Benefits: \$27711.73  ACTION BUDGET: \$121940.73
DCPS will use Title I funds to hire one instructional assistant to support the teacher of record in the classroom to ensure students' academic needs are met. Cordelia Foster is the instructional assistant (Salary-\$24,851, benefits-\$9,028). Action Type: Collaboration Action Type: Title I Schoolwide	Heather Johnson	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	Title I - Employee Salaries: \$24851.00  \$9028.24

				Title I - Employee Benefits:
				ACTION BUDGET: \$33879.24
Total Budget:				\$155819.97

Intervention: Provide ongoing professional development to increase teacher competency in English/language arts instruction.

Scientific Based Research: Killion, Joellen. "What Works in the Elementary School Results Based Staff Development". National Staff Development Council, 2002.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Provide training on computer-based intervention such as Accelerated Reader and computer-based assessments such as the Measures of Academic Progress test that encompasses meeting the needs of students with disabilities. Action Type: Professional Development	Chris Johnson	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Computers</li> <li>Outside Consultants</li> </ul>	ACTION BUDGET: \$
Meet in content/learning teams in order to improve collaboration among English/language arts teachers. Action Type: Professional Development	Chris Johnson	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Purchase trade magazines for the school to help English/language arts teachers improve their teaching strategies. Action Type: Professional Development	Chris Johnson	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
DCPS will use State PD funds to provide on-going coaching to teachers through one-on-one mentoring, peer support, internal school reviews, and by purchasing support materials like guided reading. Costs will include supplies and materials along with travel and room and board for school reviews and coaching. Action Type: Collaboration Action Type: Professional Development	Heather Johnson	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	PD (State-223) - Purchased Services: \$1371.00  ACTION BUDGET: \$1371
DCPS will use NSLA funds to provide teachers with a \$1,000 stipend to cover a self-selected professional development opportunity. These opportunities could include site visits to various KIPP schools to increase classroom effectiveness; conferences or academic retreats in their subject area; and/or the procurement of professional books or magazines. One only teacher took advantage of this opportunity. Action Type: Collaboration Action Type: Professional Development	Heather Johnson	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	NSLA (State-281) - Purchased Services: \$500.00 NSLA (State-281) - Materials & Supplies: \$500.00  ACTION BUDGET: \$1000
DCPS used Title I funds to send approximately 6 literacy teachers and teacher aides to a week long summer training that focused on best practices in literacy for middle school education. Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation Action Type: Title I Schoolwide	Heather Johnson	Start: 07/01/2014 End: 06/30/2015		Title I - Purchased Services: \$3879.00  ACTION BUDGET: \$3879
DCPS will use Title I funds to send one of its assistant principals to the KIPP Foundation's Leadership Team Training. This program is designed for assistant principals who are new to their roles. The purpose is to help them develop school-wide leadership and management skills needed to be more effective at coaching and leading teachers. (Angela Goodin) Action Type: Collaboration Action Type: Professional Development Action Type: Title I Schoolwide	Heather Johnson	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Outside Consultants</li> </ul>	Title I - Purchased Services: \$4150.00  ACTION BUDGET: \$4150
DCPS will use Title 1 funds to send its principal to a School Leader Development Course aimed at helping them become more effective coaches (of instruction and staff) so they can drive student growth and achievement.	Heather Johnson	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Outside Consultants</li> </ul>	Title I - Purchased Services: \$4000.00

(Heather Johnson) Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Title I Schoolwide				ACTION BUDGET: \$4000
DCPS will use NSLA funds to help support an instructional facilitator for literacy, Betty Sanders. Mrs. Sanders works across several schools, approximately 89% of her time is spent working at DCPS and 44% of that time is spent coaching.(salary \$13,237.71 & benefits \$4,471.08) Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation Action Type: Title I Schoolwide	Heather Saunders	Start: 07/01/2014 End: 06/30/2015		NSLA (State-281) - Employee Benefits: \$4471.08 NSLA (State-281) - Employee Salaries: \$13237.71 ACTION BUDGET: \$17708.79
Send school director to excellent schools to observe and adopt best practices in teaching literacy that encompasses meeting the needs of all middle school students. Action Type: Collaboration Action Type: Professional Development Action Type: Title I Schoolwide	Heather Johnson	Start: 07/01/2014 End: 06/30/2015	• Teachers	PD (State-223) - Purchased Services: \$399.00 ACTION BUDGET: \$399
Total Budget:				\$32507.79

Priority 3: KIPP Delta College Prep will implement programs to improve the health and wellness of students, staff, parents, and community networks.

1. Body Mass Index Data SY 2006-2007: 50.6% of the student population was listed as overweight or at risk of being overweight. Body Mass Index Data SY 2008-2009: 56 % of the student population was listed as overweight or at risk of being overweight Gender Breakdown of BMI testing in 2008-2009: 57.5% of KIPP Delta females had a BMI classified as overweight. 41.7% of male students had a BMI classified as overweight. 128 students we assessed in total. 2010-2011: 57.9% of 6th grade females and 47.4% of 8th grade females had a BMI classified as overweight. 41.2% of 6th grade males and 31.2% of 8th grade males had a BMI classified as overweight. 2011 - 2012: 53.1% of 6th grade females and 47.6% of females had a BMI classified as overweight. Also, 49.1% of 6th grade males and 57.1% of 8th grade males had a BMI classified as overweight. 2012 - 2013: 40% of 6th grade females and 61.5% of 8th grade females had a BMI classified as overweight. Also, 52.9% of 6th grade males and 30% of 8th grade males had a BMI classified as overweight. 2013-2014: 53.8% of 6th grade females and 50% of 8th grade females had a BMI classified as overweight. Also, 45.7% of 6th grade males and 36.4% of 8th grade males had a BMI classified as overweight.
2. The 2009 Arkansas Youth Risk Behavior Survey - Weight Management and Dietary Behaviors Section Data indicates the following trends in Arkansas students: (Listed as 2005, 2007, 2009 Percentages). 2009 Youth Behavior Survey Indicator % of students who were overweight: 16.7%, 15.7%, 15.7% % of students who drank a can of soda a day: NA, 39.4%, 33.5% % of students who were active 60 minutes per day: 30%, 42%, 42% %of students watching 3+ hours a day: 39%, 34%, 36% % of students who attended PE once per week: 36%, 39%, 39% % of students that attend PE daily: 27%, 31%, 22%
3. 2009 # of Club Level Sports: 2 Additional Physical Activity Sessions: Saturday sports sessions for students (canoeing, jogging).
4. 4. Program Evaluation--Action: "Regularly evaluate school and community physical activity instruction, programs, and facilities"--After reviewing physical education units and extra-curricular program offerings, two club sports, KIPP DCPS will increase sports and extra-curricular offerings in the 2014-2015 school year. Action: "This will be evaluated on an annual basis through BMI testing"--KIPP DCPS will continue to offer annual BMI testing. Action: "Regularly evaluate the effectiveness of the school health program in promoting healthy eating, and change the program as appropriate to increase effectiveness"--KIPP DCPS discovered that food counts could be more efficient and portion sizes needed to be increased to increase student satisfaction with the meals. As a result, a in-house Food Director was hired to evaluate the healthiness of our foods and to ensure students were receiving the proper nutrition. Students at KIPP Delta seem to enjoy our food service program and we look forward to continue to improve healthy food options for our students.
5. Area of weakness: Looking at the BMI classifications for the 2013-2014 school year, almost half of our students were healthy or underweight. In general, there were more males who fell into this category than females. It is crucial that we expand our fitness program and encourage health and nutrition for all of our students. We have moved forward with expanding our extra-curricular opportunities for students and added more time to Physical Education for the 2014-2015 school year.
6. Attendance: DCPS averaged 96% attendance in the 2010-2011 school year. Female: 96.44% ADA Male: 96.17% ADA Free Lunch: 80.4% Reduced: 5.9% Paid: 13.6% Attendance: DCPS averaged 95.5% attendance in the 2012-2013 school year. Female: 95.8% ADA Male: 99.3% ADA Free Lunch: 95.3% Reduced: 96.3% Paid: 96.4% Attendance: DCPS averaged 95.1% attendance in the 2014-2015 school year. Female: 95.0% ADA Male: 95.1% ADA Free Lunch: 94.8% Reduced: 96.0% Paid: 96.2%

Supporting Data:

Goal

KIPP Delta College Prep is committed to ensuring the life long health of our students. We will accomplish this by serving nutritious school meals and promoting daily physical activity.

Benchmark

By the end of the school year 2014-2015 there will be a decrease of the average Body Mass Index for students by ½ % as evaluated by the annual Body Mass Index Screening.

Benchmark Throughout the 2014-2015 school year students will be offered at least four after school sports programs teams and at least 40 minutes of physical activity per day.

Intervention: Implement school programs to promote physical activity among young people.				
Scientific Based Research: Centers for Disease Control and Prevention. Guidelines for school and community programs to promote lifelong physical activity among young people. MMWR 1997;46(No. RR-6):[6-7]				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Establish policies that promote enjoyable, lifelong physical activity among young people. Action Type: Wellness Action Type: Wellness	Chris Williams	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Community Leaders</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Implement physical education curricula and instruction that emphasize enjoyable participation in physical activity and that help students develop the knowledge, attitudes, motor skills, behavioral skills, and confidence needed to adopt and maintain physically active lifestyles. Delta College Prep will align and implement the current Arkansas Nutrition and Physical Education and Physical Activity Standards and Arkansas Curriculum Frameworks. Action Type: Alignment Action Type: Collaboration Action Type: Wellness	Christopher Williams	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Implement health education curricula, instruction, and activities that help students develop the knowledge, attitudes, behavioral skills, and confidence needed to adopt and maintain healthy lifestyles. Action Type: Wellness	Chris Williams	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Provide diverse programs that meet the needs and interests of all students. Action Type: Wellness	Chris Williams	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Regularly evaluate school and community physical activity instruction, programs, and facilities. Program Evaluation: Upon review, the daily class schedule was revised to include more time spent in Physical Education or a physical-related activity in order to promote an active lifestyle. (See Supporting Data for more specific BMI Breakdowns). Action Type: Wellness	Heather Johnson	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
This will be evaluated on an annual basis through BMI testing. Program Evaluation--BMI data will be analyzed for data on students who are underweight, overweight, and obese. 2010-2011: 57.9% of 6th grade females and 47.4% of 8th grade females had a BMI classified as overweight. 41.2% of 6th grade males and 31.2% of 8th grade males had a BMI classified as overweight. During the onset of the 2011 - 2012 School Year, we noticed that trends were not improving. Program Evaluation: In the 2011-2012 school year, we noticed that 50.9% of 6th grade males and 42.9% of 8th grade males had a BMI classified as overweight. We also noticed that 53.1% of 6th grade females and 47.6% of 8th grade females had a BMI classified as overweight. In the 2012-2013 school year, we noticed that 52.9% of 6th grade males and 30% of 8th grade males had a BMI classified as overweight. We also noticed that 40% of 6th grade females and 61.5% of 8th grade females had a BMI classified as overweight. In the 2013-2014 school year, we noticed that 45.7% of 6th grade males and 36.4% of 8th grade males had a BMI classified as overweight. We noticed that 53.8% of 6th grade females and 50% of 8th grade females had a BMI classified as overweight. After reviewing data, it is evident that our students still need more time in their schedule for physical activity as opposed and they need more extra-curriculars, so we are ensuring that every student is guaranteed at least 45 minutes of Physical activity and have the opportunity to join an extra- curricular. Action Type: Program Evaluation	Heather Johnson	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Central Office</li> </ul>	ACTION BUDGET: \$
Train teachers and staff members in First Aid and CPR to promote school safety. Action Type: Professional Development Action Type: Wellness	Matthew Colburn; Helen Hull	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Central Office</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Develop and implement a school health program that promotes healthy eating and safety.				
Scientific Based Research: Centers for Disease Control and Prevention. Guidelines for school health pro-grams to promote lifelong healthy eating. MMWR 1996;45(No. RR-9): [11-12]. National School Safety Center's Handout on Working Together to Create Safe Schools <a href="http://www.schoolsafety.us/pubfiles/working_together.pdf">http://www.schoolsafety.us/pubfiles/working_together.pdf</a>				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Implement nutrition education as part of a sequential, comprehensive school health education curriculum designed to help students adopt healthy eating behaviors. Action Type: Alignment Action Type: Wellness	Chris Williams	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Provide nutrition education through developmentally appropriate, culturally relevant, fun, participatory activities that involve social learning strategies Action Type: Alignment Action Type: Collaboration Action Type: Wellness	Chris Williams	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Community Leaders</li> <li>District Staff</li> <li>Outside Consultants</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Coordinate school food service with nutrition education and with other components of the comprehensive school health program to reinforce messages on healthy eating. Action Type: Collaboration Action Type: Wellness	Ann Dockery	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	ACTION BUDGET: \$
Provide family members with information to support and reinforce healthy eating and safety habits. Action Type: Parental Engagement Action Type: Wellness	Shavonne Ward	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Assess overall student health on an annual basis through BMI testing. Program Evaluation: In the 2011-2012 school year, we noticed that 50.9% of 6th grade males and 42.9% of 8th grade males had a BMI classified as overweight. We also noticed that 53.1% of 6th grade females and 47.6% of 8th grade females had a BMI classified as overweight. In the 2012-2013 school year, we noticed that 52.9% of 6th grade males and 30% of 8th grade males had a BMI classified as overweight. We also noticed that 40% of 6th grade females and 61.5% of 8th grade females had a BMI classified as overweight. In the 2013-2014 school year, we noticed that 45.7% of 6th grade males and 36.4% of 8th grade males had a BMI classified as overweight. We noticed that 53.8% of 6th grade females and 50% of 8th grade females had a BMI classified as overweight. After reviewing data, it is evident that our students still need more time in their schedule for physical activity as opposed and they need more extra-curriculars, so we are ensuring that every student is guaranteed at least 45 minutes of Physical activity and have the opportunity to join an extra- curricular. Action Type: Program Evaluation	Heather Johnson	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Assess overall student health on an annual basis through BMI testing. Program Evaluation--BMI data will be analyzed for data on students who are underweight, overweight, and obese. Data for this past year is not yet available. Action Type: Wellness	Chris Williams	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Community Leaders</li> <li>Public Library</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Provide information to students about the flu and other common illnesses in season to promote health and sickness prevention. Action Type: Wellness	Heather Johnson	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
<b>Total Budget:</b>				<b>\$0</b>

Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Ariel Gardner	Mathematics Teacher	Mathematics Committee, Wellness Committee
Classroom Teacher	Chris Johnson	Reading Teacher	Literacy Committee/Wellness Committee
Classroom Teacher	Christopher Williams	Physical Education Teacher	Wellness Committee
Classroom Teacher	Devin Farmer	Science Teacher	Mathematics Committee, Wellness Committee
Classroom Teacher	Ian Barber	Science Teacher	Mathematics Committee, Wellness Committee
Classroom Teacher	John Wadill	Mathematics Teacher	Mathematics Committee, Wellness Committee

Classroom Teacher	Jordan Humphreys	Science Teacher	Mathematics Committee
Classroom Teacher	Levi Rogers	Literacy Teacher	Literacy Committee
Classroom Teacher	Luke Humphreys	Mathematics Teacher	Mathematics Committee, Wellness Committee
Classroom Teacher	Marquita Ford	ELA Teacher	Literacy Committee
Classroom Teacher	Shavonne Ward	Social Studies Teacher	Literacy Committee/Parental Involvement Committee
Classroom Teacher	Stacie Morris	Literacy Teacher	Literacy Committee
Classroom Teacher	Venesha Jackson	Science Teacher	Mathematics Committee, Wellness Committee
Classroom Teacher	William Harrison	Music Teacher	Wellness Committee
District-Level Professional	Marcus Nelson	Instructional Coach	ACSIP Steering/Title I
District-Level Professional	Scott Shirey	Executive Director	ACSIP Steering/Title I
District-Level Professional	Thelma Reed	Director of Transportation	Parental Involvement
Non-Classroom Professional Staff	Alice Goldsberry	Assistant Principal	Mathematics Committee, Literacy Committee, Wellness Committee
Non-Classroom Professional Staff	Angela Goodin	Assistant Principal	Mathematics Committee, Literacy Committee, Wellness Committee
Parent	Alex Speed	Student	ACSIP Steering/Title 1
Parent	Elise Williams	Office Manager	Parental Involvement
Principal	Heather Johnson	School Director	ACSIP Leader/Title I
Principal	Luke VanDeWalle	Chief Academic Officer	ACSIP Steering/Title I



# KIPP DELTA COLLEIGATE HIGH SCHOOL

## Arkansas Comprehensive School Improvement Plan

2014-2015

The mission of KIPP Delta Collegiate is to empower our students to develop the knowledge, skills, and character necessary to thrive in college and lead a life of value, joy, and service.

Grade Span: 9-12

Title I: Title I Schoolwide

School Improvement: MS

### Table of Contents

#### Priority 1: Literacy

**Goal:** All students will improve in the areas of reading comprehension and vocabulary.

#### Priority 2: Mathematics

**Goal:** All students will improve in the area of mathematics.

#### Priority 3: Wellness

**Goal:** KIPP Delta Collegiate is committed to ensuring the lifelong health of our students and staff. We will accomplish this by serving nutritious school meals, and educating students about nutrition, physical activity, and healthy behaviors.

Priority 1: All students will improve in the areas of reading comprehension, language mechanics, vocabulary, and open response.

Supporting  
Data:

1. Benchmark- Benchmark-8th grade Literacy Exam 2009- Number and Percent of Students Scoring Proficient of Advanced: 49 Students: 80% of Combined Students, 45 Students: 80% of African American Students, 4 Students: 80% of Caucasian Students, 40 Students: 80% of Economically Disadvantaged Students. Benchmark-8th grade Literacy Exam 2010- Number and Percent of Students Scoring Proficient of Advanced: 89% of Combined Students; 54% Proficient; 35% Advanced. Benchmark-8th grade Literacy Exam 2011- Number and Percent of Students Scoring Proficient of Advanced: 47 Students: 78% of Combined Students, 46 Students: 78% of African American Students, 1 Students: 100% of Caucasian Students, 41 Students: 76.0% of Economically Disadvantaged Students. Benchmark-8th grade Literacy Exam 2013- Percent of Students Scoring Proficient or Advanced: 85% of Combined Students, 80% of African American Students, 100% of Caucasian Students, 79% of Economically Disadvantaged Students. Benchmark-8th grade Literacy Exam 2014- Percent of Students Scoring Proficient or Advanced: 86% of Combined Students, 85% of African American Students, 100% of Caucasian Students, 84% of Economically Disadvantaged Students.
2. Norm referenced data 9th Grade-- Reading Comprehension 2008-2009: SAT 10 9th grade Reading Average Normal Curve Equivalent: Combined Population: 43.8, Male Students: 36.4, Female Students: 46.8, African American Students: 43.7, Caucasian Students: 46.8, Economically Disadvantaged Students: 42.3, IEP Students: 13.4, Highly Mobile Students, 50.8. 2009-2010: SAT 10 9th grade Reading Average Normal Curve Equivalent: Combined Population: 47.7, Male Students: 47.8, Female Students: 47.7, African American Students: 47.7, Caucasian Students: 52.1, Asian American Students: 37.7, Economically Disadvantaged Students: 47.7, IEP Students, 17.5. 2010-2011: ITBS 9th grade Reading Total Average Normal Curve Equivalent: Combined Population: 44.0, Male Students: 45.2, Female Students: 43.2, African American Students: 43.8, Caucasian Students: 36.0, Hispanic Students: 51.0, Asian American Students: 57.0, Economically Disadvantaged Students: 43.8. 2012-2013: ITBS 9th grade Reading Total Average Normal Curve Equivalent: Combined Population: \_\_, Male Students: \_\_, Female Students: \_\_, African American Students: \_\_, Caucasian Students: \_\_, Hispanic Students: \_\_, Asian American Students: \_\_, Economically Disadvantaged Students: \_\_. 2013-2014: ITBS 9th grade Reading Total Average Normal Curve Equivalent: Combined Population: 40th NPR, Male Students: 37th NPR, Female Students: 43th NPR, African American Students: 40th NPR, Caucasian Students: 47th NPR, Hispanic Students: NA, Asian American Students: NA, Economically Disadvantaged Students: 40th NPR.
3. Norm referenced data 9th Grade-- Language: 2008-2009: SAT 10 9th grade Comprehensive Language Average Normal Curve Equivalent: Combined Population: 51.1, Male Students: 42.7, Female Students: 54.7, African American Students: 51.2, Caucasian Students: 46.3, Economically Disadvantaged Students: 49.4, IEP Students: 17.9, Highly Mobile Students, 49.2. SAT 10 9th grade Language 50th Percentile or Above in 2010- 34 Students: 53% of Combined Students, 32 Students: 53% of African American Students, 2 Students: 100% of Caucasian Students. 2010-2011: ITBS 9th grade Language Total Average Normal Curve Equivalent: Combined Population: 50.2, Male Students: 47.3, Female Students: 52.2, African American Students: 49.8, Caucasian Students: 43.0, Hispanic Students: 57.0, Asian American Students: 74.0, Economically Disadvantaged Students: 49.3. 2012-2013: ITBS 9th grade Language Total Average Normal Curve Equivalent: Combined Population: \_\_, Male Students: \_\_, Female Students: \_\_, African American Students: \_\_, Caucasian Students: \_\_, Hispanic Students: \_\_, Asian American Students: \_\_, Economically Disadvantaged Students: \_\_. 2013-2014: ITBS 9th grade Language Total Average Normal Curve Equivalent: Combined Population: 41st NPR, Male Students: 34th NPR, Female Students: 46th NPR, African American Students: 41st NPR, Caucasian Students: 41st NPR, Hispanic Students: NA, Asian American Students: NA, Economically Disadvantaged Students: \_\_.
4. NWEA Measures of Academic Progress (MAP) Reading Percent of Students Meeting Growth Targets: 2010-2011: Combined Population: 45%, Male Students 44%, Female Students: 44%, African American Students: 45%, Caucasian Students: 100%. 2012-2013: Combined Population: 75%, Male Students 75%, Female Students: 75%, African American Students: 45%.
5. 2009 10th Grade PLAN Average Scores English: 18 Reading: 16 2009 9th Grade Explore Average Scores English: 15 Reading: 15 2009 11th Grade ACT Average Scores English: 23 Reading: 22 2010 9th Grade Explore Average Scores English: 14 Reading: 14 2010 11th Grade ACT Average Scores English: 19 Reading: 18 2011 9th Grade EXPLORE

- English: 14.4 Reading: 14.2 2011 11th Grade ACT English: 19.9 Reading: 19.4 2013 10th Grade PLAN English: 15.5 Reading: 15.2 2013 11th Grade ACT English: 18.8 Reading: 19.0 2014 9th Grade EXPLORE English: 15.4 Reading: 14.6 2014 10th Grade PLAN English: 17.6 Reading: 16.5 2014 11th Grade ACT English: 18.4 Reading: 18.5
6. 11th Grade Literacy EOC 2009- Number and Percent of Students Scoring Proficient or Advanced in Combined Population: 21 Students, 91.3% :: African American Students: 19, 90.5% :: Caucasian Students: 2, 100% :: Economically Disadvantaged Students: 19, 90.5% :: IEP Students: N/A, N/A% :: Highly Mobile Students: N/A, N/A :: Male Students: 8, 100% :: Female Students: 13, 86.7% :: 23 students took the EOC Literacy exam. 11th Grade Literacy EOC 2010- Number and Percent of Students Scoring Proficient or Advanced in Combined Population: 25 Students, 80.6% :: African American Students: 25, 80.6% :: Caucasian Students: 0, 0% :: Economically Disadvantaged Students: 21, 77.8% :: IEP Students: 0, 0% :: Highly Mobile Students: 1, 100% :: Male Students: 11, 73.3% :: Female Students: 14, 87.5% :: 31 students took the EOC Literacy exam. 11th Grade Literacy EOC 2011- Number and Percent of Students Scoring Proficient or Advanced in Combined Population: 17 Students, 65.4% :: African American Students: 16, 64.0% :: Caucasian Students: 1, 100% :: Economically Disadvantaged Students: 12, 63.2% :: IEP Students: 0, 0% :: Highly Mobile Students: 1, 100% :: Male Students: 7, 70% :: Female Students: 10, 62.5% :: 26 students took the EOC Literacy exam. 11th Grade Literacy EOC 2013- Number and Percent of Students Scoring Proficient or Advanced in Combined Population: 34 Students, 72% :: African American Students: 32, 71% :: Caucasian Students: NA, NA% :: Economically Disadvantaged Students: 33, 70% :: IEP Students: 0, 0% :: Highly Mobile Students: 1, 100% :: Male Students: 13, 76% :: Female Students: 21, 70% :: 47 students took the EOC Literacy exam. 11th Grade Literacy EOC 2014- Number and Percent of Students Scoring Proficient or Advanced in Combined Population: 36 Students, 90% :: African American Students: 35, 90% :: Caucasian Students: NA, NA% :: Economically Disadvantaged Students: 28, 96% :: IEP Students: NA, NA% :: Highly Mobile Students: 28, 96% :: Male Students: 11, 84% :: Female Students: 25, 92% :: 40 students took the EOC Literacy exam.
  7. Overall Attendance Rate:2008-2009--96.0%; 2009-2010--96.6%; 2010-2011--96.7%; 2011-2012--96.1%; 2012-2013--94.7% :: Attendance Rate by Gender: 2008-2009--96.9%(M)/95.5%(F); 2009-2010--97.3%(M)/96.1%(F); 2010-2011--97.3%(M)/96.3%(F); 2011-2012--96.4%(M)/95.8%(F); 2012-2013--95.1%(M)/94.5%(F) :: Attendance Rate by Meal Status: 2008-2009--96.0%(F)/96.8%(P); 2009-2010--96.3%(F)/97.4%(R)/96.8%(P); 2010-2011--96.6%(F)/97.1%(R)/96.5%(P); 2011-2012--95.9%(F)/96.2%(R)/96.2%(P);2012-2013--94.4%(F)/95.4%(R)/96.1%(P) :: Graduation Rate: 2008/2009: N/A; 2009/2010 95.8%; 2010/2011: 96%; 2011/2012: 96%; 2012/2013: 89%; 2013/2014: 95%
  8. Trend Analysis: KIPP DCH continues to focus on reading and literacy throughout its curriculum. Our current senior class received 90% PRO or ADV on the 11th Grade Literacy EOC and their English ACT scores are at the college readiness level.

Goal All students will improve in the areas of reading comprehension and vocabulary.

Benchmark KIPP Delta Collegiate will outperform state averages on the PARCC assessment in grades 9, 10, and 11 literacy.

Benchmark At least 60% of KIPP Delta Collegiate High students achieve expected growth (2 points) on the EXPLORE, PLAN, and ACT assessments.

Benchmark By the fall of 12th grade, KIPP Delta Collegiate High students will score on average at or above 21 on the ACT English and Reading exams.

Intervention: KIPP Delta Collegiate will implement strategies to improve literacy. Strategies will be based on tracking growth on internal practice standardized tests.				
Scientific Based Research: Robinson, Patricia. "Development of a Study Skills Curriculum as a Component of the ACT I Extended Freshman Orientation Experience at Brenau: Curriculum and Program Planning." Noble, Julie and Diane Schnelker. "Using Hierarchical Modeling to Examine Course Work and ACT Score Relationships Across High Schools."				
Actions	Person Responsible	Timeline	Resources	Source of Funds
KIPP Delta Collegiate will continue to use technology (LCD projectors, computers, document cameras, etc.) and subscriptions to online periodical databases for students to read periodicals and research online. Periodicals will address the needs and interests of different sub-populations. Action Type: Alignment Action Type: Equity Action Type: Special Education Action Type: Title I Schoolwide	Todd Dixon, Julianne Barto	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Title 1 funds will be used to ensure that all students can take practice Reading, English, and Writing ACT sections on a quarterly basis. Teachers will track their progress accordingly. Costs include purchase of testing materials and copies. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Title I Schoolwide	Stephanie Graham	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	Title I - Materials & Supplies: \$2500.21  ACTION BUDGET: \$2500.21
The English Department will evaluate the effectiveness of its interventions and actions each quarter based on the results of periodic internal practice tests. Test 1 (Oct) ACT Reading--19.26; Test 2 (Dec.) ACT Reading--24.15 11th Literacy EOC Test 1 (Oct.)--32% Pro/Adv; Test 2 (Nov.)--	Hal Harris, Stephanie Graham	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$

48% Pro/Adv; Test 3 (Dec.)--49% Pro/Adv; Test 4 (Jan.) 58% Pro/Adv; Test 5 (Feb.) 65% Pro/Adv; Test 6 (March) 62% Pro/Adv Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation Action Type: Title I Schoolwide				
KIPP Delta Collegiate High will use Title 1 funds to purchase the EXPLORE (9th grade), PLAN (10th grade), and ACT (11th and 12th grade)tests for students to take in the spring to measure their growth as well as their college readiness in the areas of English, Math, Science, and Reading. Action Type: Alignment Action Type: Equity Action Type: Title I Schoolwide	David O'Donnell, Julianne Barto	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	Title I - Materials & Supplies: \$2500.00  ACTION BUDGET: \$2500
NSLA funds will be used to provide supplemental literacy instruction through an after school program from 4:30-6:00 p.m. Costs include 17% of annual teacher salaries plus benefits (approximately 10). This program will be designed to reduce the achievement gap between sub-populations. Participating teachers include: Julianne Barto; Mary Deck; Blanca Diaz; Tracy Duncan; Sara Guilliam; Stephanie Hay; Melissa Ivory; David O'Donnell; Phillip Lockhart; and Vivian Sisk. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Special Education	Todd Dixon	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>Teachers</li> </ul>	NSLA (State-281) - Employee Benefits: \$21256.53 NSLA (State-281) - Employee Salaries: \$72855.81  ACTION BUDGET: \$94112.34
Title I funds will be used to provide four days of supplementary professional development in literacy instruction to staff and to provide a mandatory two-week summer program focused on literacy and math for students in 2014.The program is designed to reduce the achievement gap between sub-populations. Costs for 2014 are estimated to be 6.0% of annual teacher salaries and benefits (approximately 9 FTEs): Julianne Barto, Mary Helen Deck, Blanca Diaz, Tracy Duncan, Sara Guilliam, Stephanie Hay, Phillip Lockhart, David O'Donnell, and Vivian Sisk Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Special Education Action Type: Title I Schoolwide	Todd Dixon	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>District Staff</li> <li>Teachers</li> </ul>	Title I - Employee Salaries: \$25692.40 Title I - Employee Benefits: \$5033.00  ACTION BUDGET: \$30725.4
DCH will implement a supplemental Phonics Blitz curriculum to support struggling readers. Action Type: AIP/IRI Action Type: Equity	Julianne Barto	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
KIPP Delta Collegiate will implement Marzano Research to increase the vocabulary and reading comprehension of students. This supplemental system was purchased with Title 1 funds last year and included teachers' vocabulary manual, student vocabulary notebooks, vocabulary classroom activities, workshop materials levels D - G; and a one year license to the vendors interactive vocabulary website. Action Type: Alignment Action Type: Title I Schoolwide	Todd Dixon	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Computers</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
NSLA funds will be used to provide standards-based reading remediation during the month of June for students who are below grade level. This intervention will improve students reading and writing skills and prepare them for next school year. Costs include two \$3,000.00 stipends for the four week program and \$500 for materials and supplies. (Blanca Diaz and Hal Harris) Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity	Todd Dixon	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	NSLA (State-281) - Materials & Supplies: \$500.00 NSLA (State-281) - Purchased Services: \$6000.00  ACTION BUDGET: \$6500

Action Type: Special Education Action Type: Title I Schoolwide				
Title I funds will be used to provide ten days of supplementary professional development in literacy instruction to staff and to provide a mandatory two-week summer program focused on literacy and math for students in July and August 2015. The program is designed to reduce the achievement gap between sub-populations. Costs for 2015 are estimated to be 9.0% of annual teacher salaries and benefits (approximately 9 FTEs): Julianne Barto, Mary Helen Deck, Blanca Diaz, Tracy Duncan, Sara Guillian, Stephanie Hay, Phillip Lockhart, David O'Donnell, and Vivian Sisk. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Todd Dixon	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>Teachers</li> </ul>	Title I - Employee Salaries: \$26808.67 Title I - Employee Benefits: \$9900.00 <hr/> ACTION BUDGET: \$36708.67
Title 1 funds will be used to purchase 50 chrome books (estimated at \$262.00 each) for students to promote interactive literacy instruction and personalized learning. Title 1 funds will also be used to pay for the technical setup of these devices (\$43.00 each) and to purchase 3 charging carts (\$1,323.63 each). Action Type: Collaboration Action Type: Parental Engagement Action Type: Technology Inclusion Action Type: Title I Schoolwide	Stephanie Graham	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Computers</li> </ul>	Title I - Materials & Supplies: \$19124.00 <hr/> ACTION BUDGET: \$19124
Title 1 funds will be used to provide teachers with supplemental literacy Advance Placement professional development training. Costs include travel expenses and registration Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Todd Dixon	Start: 07/01/2014 End: 06/30/2015		Title I - Purchased Services: \$650.00 <hr/> ACTION BUDGET: \$650
Title 1 funds will be used to provide transportation services to students living in Marianna who will participate in a standards-based reading remediation program during the month of June for students who are below grade level. Action Type: Equity Action Type: Title I Schoolwide	Thelma Reed	Start: 07/01/2014 End: 06/30/2015		Title I - Purchased Services: \$3500.00 <hr/> ACTION BUDGET: \$3500
Total Budget:				\$196320.62

Intervention: KIPP Delta Collegiate will employ multiple teaching strategies used at various KIPP schools to improve literacy skills.

Scientific Based Research: Rosselini, Lynn "Closing the Gap..." US News and World Report, March 22, 2004. Carnahan, Ira "No Shortcuts." Forbes, November 10, 2003. Resendez, Miriam & Azin, Mariam, Shurley English: The Relationship Between Shurley English and Student Language Arts Performance, Planning, Research & Evaluation Services, May 2010.

Actions	Person Responsible	Timeline	Resources	Source of Funds
DCH will use NSLA funds to purchase supplemental reading material (books, magazines, etc.) for students and teaches. This will support the implementation of creative and innovative lesson plans that are designed to improve reading comprehension, enhance vocabulary instruction, and critical thinking. Various reading materials will be purchased, like novels written by Mark Twain, up to a cost of \$13,500. Action Type: Collaboration Action Type: Equity	Julianne Barto, Stephanie Hay, Vivian Sisk	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>School Library</li> <li>Teachers</li> </ul>	NSLA (State-281) - Materials & Supplies: \$13500.00 <hr/> ACTION BUDGET: \$13500
Staff will analyze test data in order to identify students' strengths and areas of need. Action Type: Collaboration Action Type: Professional Development Action Type: Title I Schoolwide	Stephanie Graham, Todd Dixon, Hal Harris	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
The ACSIP committee will annually review ACSIP to ensure its effectiveness and revise and/or modify as needed. Data: Meetings held the first Wednesday of every month between ACSIP Chair and Administrative staff. 2014-2015 Meetings: 10/1/14, 11/5/14, 12/3/14, 1/7/14, 2/4/14, 3/4/14, 4/1/14, 5/6/14	Todd Dixon	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$

Action Type: Collaboration Action Type: Program Evaluation				
The Staff will evaluate the effectiveness of its interventions and actions each quarter with the results of the practice ACT tests. Data: Formative ACT: Test 1 (Sept.)--ACT English--20.60, ACT Reading--19.26; Test 2 (Oct.)--ACT English--19.75, ACT Reading--24.15 Action Type: Program Evaluation	Stephanie Graham	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
The school will use technology to support teachers with the implementation of creative and innovative lesson plans that are designed to help students succeed on the End-of-Course and both the norm-referenced and criterion referenced exams. Action Type: Technology Inclusion	Todd Dixon	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Computers</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
Classroom teachers will develop an AIP for each student scoring below proficient in literacy on the grade 11 literacy exam. These AIP's will be developed after analyzing students' strengths and deficiencies. The AIP's will include standards based supplemental strategies and will include point-in-time remediation that will be carried out by a highly qualified teacher. Timelines are included in the flexible AIP which can be modified at any time. Teachers will present the AIP's to parents during parent/teacher conferences and any modifications to the AIP may be made at that time. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity	Stephanie Graham	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
KIPP Delta Collegiate will implement the following schoolwide actions: A needs assessment developed by the data analyst, administration, and KIPP teachers with the purpose of identifying trends in performance data (attendance, graduation rates, grade level/content area achievement). Action Type: Collaboration Action Type: Professional Development Action Type: Title I Schoolwide	Todd Dixon, Robert Cheek	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
KIPP Delta Collegiate will implement school-wide reform strategies by creating content-based professional learning communities to ensure that all students are meeting the State goals for proficiency in tested subjects in addition to the College Readiness levels tested by the ACT. Action Type: Collaboration Action Type: Professional Development Action Type: Title I Schoolwide	Stephanie Graham	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
KIPP Delta Collegiate will work to attract highly qualified teachers and will continue to ensure that its current teachers are certified in their area of expertise. Action Type: Collaboration Action Type: Title I Schoolwide	Todd Dixon, Stephanie Graham, Hal Harris	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
NSLA funds will be used to culminate framework-specific content with experienced-based field trips that are tied to particular standards and will provide our students, who are located in a poor and rural area, with an opportunity to experience content that is learned in the classroom. Field lesson expenses will be \$7,500. Action Type: Collaboration Action Type: Equity	Taylor Steele, Amy Charpentier	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	NSLA (State-281) - Purchased Services: \$7000.00 NSLA (State-281) - Materials & Supplies: \$500.00 <hr/> ACTION BUDGET: \$7500
NSLA funds will be used to culminate framework-specific content with experienced-based week-long intensive interventions that are tied to a particular standard and provide our students (who are located in a poor and rural area) with the opportunity to experience content learned in the classroom. The field lesson will cost \$20,000. Action Type: Collaboration Action Type: Equity	Mary Helen Deck	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	NSLA (State-281) - Purchased Services: \$17500.00 NSLA (State-281) - Materials & Supplies: \$2500.00

				ACTION BUDGET: \$20000
Use NSLA funds to employ English Language Arts instructional facilitators on an ongoing basis to provide language support and rigorous instruction in the classroom. Costs include 75 percent of salaries and benefits for 2 FTES: Hal Harris, salary-\$55,000, benefits-\$15,555; and Stephanie Graham, salary-\$61,905, benefits-\$17,050. Action Type: Professional Development Action Type: Title I Schoolwide	Todd Dixon	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	NSLA (State-281) - Employee Benefits: \$24454.29 NSLA (State-281) - Employee Salaries: \$87678.02 ACTION BUDGET: \$112132.31
Title 1 funds will be used to send approximately 4 teachers to supplemental literacy professional development workshops in order to support development in literacy instruction. Teachers will summarize the content of the workshops to share information with other teachers and to evaluate the workshops. Program Evaluation: Our teachers attended workshops where they gathered new ideas about teaching literacy and brought them back to share with the teachers. This not only brought new ideas to our school, but it also encouraged collaboration between teachers. These conferences were added by the KIPP region and other organizations. Teachers were also able to collaborate with teachers at other schools. Literacy teachers will attend workshops offered through Teach For America. (Mary Helen Deck, Taylor Steele, Laura Sunday, Shannon McMulkin) Cost is \$4,000 per teacher for a total of \$16,000 in Title 1 funds. Action Type: Collaboration Action Type: Professional Development Action Type: Title I Schoolwide	Stephanie Graham	Start: 07/01/2014 End: 06/30/2015		Title I - Purchased Services: \$16000.00 ACTION BUDGET: \$16000
Title 1 funds will be used to send approximately 12 teachers and teacher aids to a week-long supplemental summer training that will provide instruction on best practices for increasing high school literacy. Action Type: Collaboration Action Type: Professional Development Action Type: Title I Schoolwide	Todd Dixon	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	Title I - Purchased Services: \$8172.00 ACTION BUDGET: \$8172
Title 1 funds will be used to send three literacy instructors (Hal Harris, Julianne Barto, and Stephanie Hay) to participate in supplemental literacy professional development organized by the KIPP Foundation. The professional development that is called "Literacy for Everyone: Word Study" will increase teachers capacity to implement the Marzano Research Word Study program school wide. Total costs are estimated to be \$3,000 include tuition and travel expenses. Action Type: Alignment Action Type: Professional Development Action Type: Title I Schoolwide	Todd Dixon	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	Title I - Purchased Services: \$3000.00 ACTION BUDGET: \$3000
Use Title 1 funds to employ English Language Arts instructional facilitators on an ongoing basis to provide language support and rigorous instruction in the classroom. Mrs. Sisk works across the region, but spends the majority of her time at DCH. Costs include 85 percent of salary and benefit costs for 1 FTE: Wyvonne Sisk, salary-\$9,006.25 and benefits- \$5,050.65. Action Type: Collaboration Action Type: Professional Development	Todd Dixon	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Outside Consultants</li> <li>Teachers</li> </ul>	Title I - Employee Salaries: \$9006.25 Title I - Employee Benefits: \$5050.65 ACTION BUDGET: \$14056.9
Title 1 funds will be used to send one instructional coach to a supplemental literacy training on Wheatley. The purpose of the training is to help the instructor become a more effective coach of instruction and staff so they drive student growth and achievement. (Stephanie Graham)	Todd Dixon	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	Title I - Purchased Services: \$1000.00

Action Type: Collaboration Action Type: Professional Development Action Type: Title I Schoolwide				ACTION BUDGET: \$1000
DCH will use Title 1 funds to send its assistant principal to a school leader development course aimed at helping them become a more effective coach (of instruction and staff) so they can drive student growth and achievement. (Stephanie Graham). Action Type: Collaboration Action Type: Equity Action Type: Title I Schoolwide	Todd Dixon	Start: 07/01/2014 End: 06/30/2015		Title I - Purchased Services: \$4492.49  ACTION BUDGET: \$4492.49
DCH will use Title 1 funds to send its principal to a School Leader Development Course aimed at helping them become more effective coaches (of instruction and staff) so they can drive student growth and achievement. (Todd Dixon) Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Title I Schoolwide	Todd Dixon	Start: 07/01/2014 End: 06/30/2015		Title I - Purchased Services: \$3600.00  ACTION BUDGET: \$3600
Total Budget:				\$203453.7

Intervention: KIPP Delta Collegiate will employ multiple teaching skills to improve students' writing skills.

Scientific Based Research: Anderson, R. C. & Freebody, P. (1981). "Vocabulary Knowledge." In J. T. Guthrie (Ed.), *Comprehension and Teaching*. Newark, DE: International Reading Association, 77-117. from *Written Context*." In M. G. McKeown & M. E. Curtis (Eds.), *The Nature of Vocabulary Acquisition*. Hillsdale, NJ: Becker, W. C. (1977). "Teaching Reading and Language to the Disadvantaged—What We Have Learned from Field Research." *Harvard Educational Review*, 47, 518-543. Reading Association. (1996). *Standards for the English Language Arts*. Urbana, IL: National Council of Teachers of English. Biemiller, A. (2000). "Teaching Vocabulary." *American Educator*, Spring 2001, 24-28. National Reading Panel Report (April, 2000). *Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction*.

Actions	Person Responsible	Timeline	Resources	Source of Funds
KIPP Delta Collegiate will conduct monthly assessments to track students' academic gains in writing on in-house practice ACT writing exams and End-of-Course tests that include writing sections. Action Type: Special Education Action Type: Title I Schoolwide	David O'Donnell	Start: 07/01/2014 End: 06/30/2015	• Teachers	ACTION BUDGET: \$
Teachers will introduce students to the ACT writing rubric and will have students evaluate sample essays according to the rubric. Action Type: Alignment Action Type: Equity Action Type: Professional Development Action Type: Title I Schoolwide	Julianne Barto, Vivian Sisk	Start: 07/01/2014 End: 06/30/2015	• Teachers	ACTION BUDGET: \$
The staff will evaluate the effectiveness of its interventions and actions each month with the results of the formative 11th grade literacy exam. This will encompass evaluating the effectiveness of meeting the needs of students with disabilities. Data: Formative 11th Grade Literacy EOC: Test 1 (Oct.)--32% Pro/Adv.; Test 2 (Nov.)--48% Pro./Adv.; Test 3 (Dec.)--49% Pro/Adv; Test 4 (Jan.) 58% Pro/Adv; Test 5 (Feb.) 65% Pro/Adv; Test 6 (Mar.) 62% Pro/Adv. Action Type: Program Evaluation Action Type: Title I Schoolwide	Julianne Barto, Vivian Sisk	Start: 07/01/2014 End: 06/30/2015	• Teachers	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: KIPP Delta Collegiate will increase parental involvement to support student learning.

Scientific Based Research: Scientific Based Research: Parental Involvement. National PTA, *National Standards for Parent/Family Involvement Programs*, May 1993. *Achievement Now! How to Assure No Child is Left Behind*. Fielder, Dr.D.J., 2003.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers at KIPP Delta Collegiate will schedule parental involvement meetings between teachers and parents to illustrate how parents can make a difference in their child's education. Teachers will also be in contact with parents via email and telephone conversations. Teachers will keep logs of these interactions. Action Type: Collaboration Action Type: Parental Engagement	Todd Dixon	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Teachers	ACTION BUDGET: \$
KIPP Delta Collegiate will describe, in writing, the school's processes and policies for resolving parental concerns.	Todd Dixon	Start: 07/01/2014	• Administrative Staff	ACTION BUDGET: \$

Action Type: Collaboration Action Type: Parental Engagement		End: 06/30/2015	• Teachers	
KIPP Delta Collegiate will host seminars designed for parents of high school students. Seminars will cover topics including the financial aid process, the college application process, as well as a reading enrichment night when teachers will model the reading strategies used in class that parents can use at home with students. Will assess the efficacy of this parental involvement action by asking parents to complete a survey with specific questions focused on the outcome of these parental involvement actions. 2014-2015 Dates: 10/14/2014, 11/11/2014, 12/9/2014, 1/13/2015, 2/10/2015, 3/10/2015, 4/14/2015, 5/12/2015 Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation	Amy Charpentier, Laurie Brown	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Teachers	ACTION BUDGET: \$
KIPP Delta Collegiate will establish a parent-teacher organization for parents of high school students. The PTO will ensure that communication between the school and home is regular and relevant to parents. Action Type: Collaboration Action Type: Parental Engagement	Todd Dixon	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Teachers	ACTION BUDGET: \$
KIPP Delta Collegiate is planning to launch a summer book club for parents, students, and staff. This initiative is aimed at developing relationships between staff and parents and to engage students in critical thinking and discussion. At 300 copies of the novel "Just Mercy" will be purchased and at the end of July students will host a breakout session for parents and staff to discuss the book. Title 1 funds will also be used to purchase supplies and refreshments for this conference. Total costs are not to exceed \$5,000. Action Type: Collaboration Action Type: Parental Engagement	Stephanie Graham	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Teachers	Title I - Materials \$5000.00 & Supplies:  ACTION BUDGET: \$5000
KIPP Delta Collegiate will provide a Parent/Student/School Compact to outline the responsibilities of all parties involved in the educational process for each student. Compacts will require parent and, when possible, student, and school signatures to attest to the fact that each entity has been apprised of the expectations. Action Type: Equity Action Type: Parental Engagement Action Type: Title I Schoolwide	Todd Dixon	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Teachers	ACTION BUDGET: \$
KIPP Delta Collegiate will create a professional development session designed with the outcome of "educating teachers, principals, and other staff as to the importance of effective communication, value, and utility of contributions of parents." Action Type: Professional Development Action Type: Title I Schoolwide	Todd Dixon, Stephanie Graham, Hal Harris	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Teachers	ACTION BUDGET: \$
Total Budget:				\$5000

Priority 2: All students will improve in the area of mathematics, specifically with regard to their measurement skills.

Supporting Data:

- Benchmark-8th Grade Mathematics Exam 2009 8th Mathematics Benchmark Exam # Students PRO or ADV - Number and Percent of Students Scoring Proficient or Advanced: 45 Students: 73.8% of Combined Students, 42 Students: 75% of African American Students, 3 Students: 60% of Caucasian Students, 40 Students: 80% of Economically Disadvantaged Students. 2010 8th Mathematics Benchmark Exam # Students PRO or ADV - Number and Percent of Students Scoring Proficient or Advanced: 47 Students: 65.0% of Combined Students, 46 Students: 64.8% of African American Students, 1 Student: 100% of Caucasian Students, 44 Students: 64.7% of Economically Disadvantaged Students. 2011 8th Mathematics Benchmark Exam # Students PRO or ADV - Number and Percent of Students Scoring Proficient or Advanced: 25 Students: 41.7% of Combined Students, 24 Students: 40.7% of African American Students, 1 Student: 100% of Caucasian Students, 20 Students: 37.0% of Economically Disadvantaged Students. 2013 8th Mathematics Benchmark Exam # Students PRO or ADV - Number and Percent of Students Scoring Proficient or Advanced: 50% of Combined Students, 44% of African American Students, 69% of Caucasian Students, 48% of Economically Disadvantaged Students. 2014 8th Mathematics Benchmark Exam # Students PRO or ADV - Number and Percent of Students Scoring Proficient or Advanced: 55% of Combined Students, 57% of African American Students, 25% of Caucasian Students, 54% of Economically Disadvantaged Students.
- Algebra End-of-Course Exam: 2009 Algebra EOC Exam: Number and Percent of Students PRO or ADV: Combined Population: 10, 90.9% :: Male Students: 3, 75% :: Female Students: 7, 100% :: African American Students: 10, 90.9% :: Caucasian Students: N/A, N/A :: Economically Disadvantaged Students: 7, 87.5% :: IEP Students: 1, 100%. 2010 Algebra EOC Exam: Number and Percent of Students PRO or ADV: Combined Population: 6, 54.5% :: Male Students: 3, 75% :: Female Students: 3, 42.9% :: African American Students: 6, 60.0% :: Caucasian



- Students: 0, 0% :: Economically Disadvantaged Students: 4, 50.0% :: IEP Students: 0, 0%. 2011 Algebra EOC Exam: Number and Percent of Students PRO or ADV: Combined Population: 1, 100% :: Male Students: n/a, n/a :: Female Students: 1, 100% :: African American Students: n/a, n/a ::Caucasian Students: n/a, n/a :: Hispanic Students: 1, 100% :: Economically Disadvantaged Students: n/a, n/a :: IEP Students: n/a, n/a. 2013 Algebra EOC Exam: Number and Percent of Students PRO or ADV: Combined Population: 69% :: Male Students: 50% :: Female Students: 88% :: African American Students: 69% ::Caucasian Students: n/a, n/a :: Hispanic Students: n/a :: Economically Disadvantaged Students: 67% :: IEP Students: n/a. 2014 Algebra EOC Exam: Number and Percent of Students PRO or ADV: Combined Population: 63% :: Male Students: 68% :: Female Students: 57% :: African American Students: 63% ::Caucasian Students: 100% :: Hispanic Students: n/a :: Economically Disadvantaged Students: 64% :: IEP Students: 33%.
3. Geometry End-of-Course Exam: 2009 Geometry EOC Exam: Number and Percent of Students PRO or ADV: Combined Population: 27, 96.4% :: Male Students: 9, 90% :: Female Students: 18, 100% :: African American Students: 27, 96.4% ::Caucasian Students: N/A, N/A :: Economically Disadvantaged Students: 23, 95.8% :: IEP Students: 1, 100%. 2010 Geometry EOC Exam: Number and Percent of Students PRO or ADV: Combined Population: 45, 86.5% :: Male Students: 20, 83.3% :: Female Students: 25, 89.3% :: African American Students: 43, 86.0% ::Caucasian Students: 2, 100% :: Economically Disadvantaged Students: 33, 86.8% :: IEP Students: 0, 0%. 2011 Geometry EOC Exam: Number and Percent of Students PRO or ADV: Combined Population: 45, 77.6% :: Male Students: 18, 81.8% :: Female Students: 27, 75.0% :: African American Students: 43, 78.2% ::Caucasian Students: 0, 0% :: Asian American Students: 1, 100% :: Economically Disadvantaged Students: 36, 73.5% :: IEP Students: 0, 0%. Highly Mobile Students: 2, 100%. 2013 Geometry EOC Exam: Number and Percent of Students PRO or ADV: Combined Population: 71% :: Male Students: 77% :: Female Students: 68% :: African American Students: 71% ::Caucasian Students: n/a :: Asian American Students: n/a :: Economically Disadvantaged Students: 70% :: IEP Students: 100%. 2014 Geometry EOC Exam: Number and Percent of Students PRO or ADV: Combined Population: 91% :: Male Students: 82% :: Female Students: 96% :: African American Students: 91% ::Caucasian Students: n/a :: Asian American Students: n/a :: Economically Disadvantaged Students: 91% :: IEP Students: n/a%.
  4. 2008 PLAN (ACT Precursor) 10th Grade: Mathematics: 21.5 2009 9th Grade Explore Mathematics Avg. Score: 16 2009 10th Grade PLAN Mathematics Average Score: 19 2009 11th Grade ACT Mathematics Average Score: 23 2009 9th Grade Explore Mathematics Avg. Score: 16 2009 11th Grade ACT Mathematics Average Score: 19 2010 9th Grade Explore Mathematics Avg. Score: 15.6 2010 11th Grade ACT Mathematics Avg. Score: 19.0 2011 9th Grade Explore Mathematics Avg. Score: 15.6 2011 11th Grade ACT Mathematics Avg. Score: 19.5 2013 10th Grade PLAN Mathematics Avg. Score: 17.0 2013 11th Grade ACT Mathematics Avg. Score: 19.7 2014 10th Grade EXPLORE Mathematics Avg. Score: 15.6 2014 10th Grade PLAN Mathematics Avg. Score: 17.7 2014 11th Grade ACT Mathematics Avg. Score: 19.0
  5. SAT 10 /Math 8 Results (9th Grade): 2008-2009 Math Problem Solving Average Normal Curve Equivalents: Combined Population: 60.3, Male Students: 58.9, Female Students: 60.9, African American Students: 60.3, White Students: 62.9, Economically Disadvantaged Students: 61.1, IEP Students: 39.7, Highly Mobile Students: 62.0. 2009-2010 Math Problem Solving Average Normal Curve Equivalents: Combined Population: 59.6, Male Students: 62.1, Female Students: 57.7, African American Students: 59.2, Caucasian Students: 68.4, Asian American Students: 53.7, Economically Disadvantaged Students: 59.8, IEP Students: 27.3. ITBS Data (9th Grade): 2010-2011 Math Total + Computation Average Normal Curve Equivalents: Combined Population: 52.8, Male Students 52.6, Female Students: 53.0, African American Students: 52.9, Caucasian Students: 26.0, Hispanic Students: 55.0, Asian Students: 74.0, Economically Disadvantaged Students, 52.3. ITBS Data (9th Grade): 2013-2014 Math Total + Computation Average Normal Curve Equivalents: Combined Population: 45th NPR, 50th NPR; Male Students 41st NPR, 49th NPR, Female Students: 48th NPR, 51st NPR, African American Students: 45th NPR, 50th NPR; Caucasian Students: 38th NPR, 17th NPR, Hispanic Students: n/a, Asian Students: n/a, Economically Disadvantaged Students, 45th NPR, 49th NPR.
  6. NWEA Measures of Academic Progress (MAP) Percent of Students Achieving Growth Targets on Mathematics Assessment (9th grade): 2010 - 2011: Combined Population: 58%, Male Students: 44%, Female Students: 68%, African American Students: 57%, Caucasian Students: 100%, Hispanic Students: 100%. 2012 - 2013: Combined Population: 76%, Male Students: 75%, Female Students: 76%, African American Students: 76%, Caucasian Students: n/a, Hispanic Students: n/a. 2013 - 2014: Combined Population: 72%, Male Students: 75%, Female Students: 70%, African American Students: 72%, Caucasian Students: n/a, Hispanic Students: n/a.
  7. Trend Analsis: KIPP Delta Collegiate students have performed well on EOC Tests in Geometry from 2009-2014. Across the years, the average percentage of students receiving PRO or ADV on the Geometry EOC is above 82 percent. The average percentage of students receiving PRO or ADV on the Algebra EOC is above 78 percent. The percentage of students passing the Algebra 1 EOC has decreased each year for the past four years. As students take Explore, PLAN and the ACT their mathematics scores consistently rise from year to year, resulting in stronger ACT scores for college applications.
  - 8.
  - 9.

Goal All students will improve in the area of mathematics.

Benchmark KIPP Delta Collegiate will outperform state averages on Algebra 1, Geometry, and Algebra 2 PARCC assessments.

Benchmark At least 60% of KIPP Delta Collegiate High students will achieve expected growth norms (2 points per year) on the EXPLORE, PLAN, and ACT mathematics assessments.

Benchmark By the fall of 12th grade, students will be scoring on average at or above 22 on the ACT math exam.

Intervention: KIPP Delta Collegiate will implement Saxon Math.
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Scientific Based Research: "Scientific Research Base for Saxon Math K-12: Foundational Research and Program Efficacy Studies" Foundation Research and Program Efficacy Studies Ausubel, D. P. (1969). Readings in school learning. New York: Holt, Rinehart, and Winston. Iair, J. (2000). ETS study links effective teaching methods to test-score gains. Education Week, 20(8), 24.
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Actions		Timeline	Resources	Source of Funds
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	Person Responsible			
KIPP Delta Collegiate will conduct monthly assessments to track students' academic gains in math using an in-house formative End-of-Course Algebra I and Geometry assessment switching to PARCC assessments for 2014 - 2015. Formative Algebra 1 EOC: Test 1 (Oct.) 33%; Test 2 (Nov.) 40%; Test 3 (Jan.) 64%; Test 4 (Feb.) 63%; Test 5 (Mar.) 88%; Test 6 (Apr.) 88% Formative Geometry EOC: Test 1 (Oct.) 33%; Test 2 (Nov.) 50%; Test 3 (Jan.) 70%; Test 4 (Feb.) 82%; Test 5 (Mar.) 85%; Test 6 (Apr.) 88% Action Type: Collaboration Action Type: Special Education Action Type: Title I Schoolwide	Meaghan Graul, Laura Sunday	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
KIPP Delta Collegiate will conduct quarterly assessments to track students' academic gains using ACT mathematics practice tests. Funds will be used to purchase and copy testing materials. Action Type: Alignment Action Type: Collaboration Action Type: Special Education Action Type: Title I Schoolwide	Todd Dixon	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	Title I - Materials & Supplies: \$2500.16  ACTION BUDGET: \$2500.16
KIPP Delta Collegiate will continue to develop and implement SAXON Math and KIPP curriculum into daily lesson plans. Teachers will collaborate this year to prepare and plan to meet all students' needs. Action Type: Collaboration Action Type: Professional Development	Meaghan Graul, Nathan Whitfield, Laura Sunday	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Classroom teachers will develop an AIP for each student scoring below proficient on the algebra and geometry end-of-course exams. These AIP's will be developed after analyzing students' strengths and deficiencies. The AIP's will include standards based supplemental strategies that will be carried out by a highly qualified teacher. Timelines are included in the flexible AIP which can be modified at any time. Teachers will present the AIP's to parents during parent/teacher conferences and any modifications to the AIP may be made at that time. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Special Education	Todd Dixon, Laura Sunday, Meaghan Graul	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
The ACSIP committee will annually review the ACSIP to determine the effectiveness of the plan and/or the need to revise/update. Meetings held the first Wednesday of every month between ACSIP Chair and Administrative staff. Dates for 2013 - 2014 include: 10/1/2014, 11/5/2014, 12/3/2014, 1/7/2015, 2/4/2015, 3/4/2015, 4/1/2015, 5/6/2015, 6/3/2015 Action Type: Collaboration Action Type: Program Evaluation	Todd Dixon	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Teachers will schedule parental meetings to discuss students' needs and provide suggestions to parents on ways to assist their children. Action Type: Parental Engagement	Meaghan Graul, Nathan Whitfield, Laura Sunday	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
State PD funds will be used to provide ongoing coaching to Taylor Steele (physics) and Shannon McMulkin (biology) in order to increase effectiveness of science and math instruction. Action Type: Professional Development	Todd Dixon, Laura Sunday, Meaghan Graul	Start: 07/01/2014 End: 09/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Outside Consultants</li> <li>Teachers</li> </ul>	PD (State-223) - Purchased Services: \$900.00  ACTION BUDGET: \$900
Staff will analyze test data in order to identify students' strengths and areas of need. Action Type: AIP/IRI Action Type: Collaboration Action Type: Special Education	Meaghan Graul, Nathan Whitfield, Laura Sunday	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
	Todd Dixon			

<p>The Staff will evaluate the effectiveness of its interventions and actions each quarter with the results of the practice ACT Mathematics Test. Formative ACT Math: Test 1 (October.)--ACT Math--17.31; Test 2 (December)--ACT Math--16.99; Test 3 (March)--ACT Math--16.95 Action Type: Program Evaluation</p>		<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>NSLA funds will be used to provide supplemental math instruction through an after school program from 4:30-6:00 p.m. This program will be designed to reduce the achievement gap between our sub-populations. Costs include 17% of annual teacher salaries plus benefits (approximately 6). Participating teachers include: Mansfield-Harris, Kori; McMulkin, Shannon; Steele, Taylor; Sunday, Laura; Ward, Kyeshia; and Whitfield, Nathan. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion</p>	<p>Todd Dixon</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• Teachers</li> </ul>	<p>NSLA (State-281) - Employee \$12420.67 Benefits: NSLA (State-281) - Employee \$40183.41 Salaries:  ACTION BUDGET: \$52604.08</p>
<p>Title I funds will be used to provide four days of supplementary professional development in literacy instruction to staff and to provide a mandatory two-week summer program focused on literacy and math for students in 2014. The program is designed to reduce the achievement gap between sub-populations. Costs for 2014 are estimated to be 6.0% of annual teacher salaries and benefits (approximately 6 FTEs): Mansfield-Harris, Kori; McMulkin, Shannon; Steele, Taylor; Sunday, Laura; Ward, Kyeshia; and Whitfield, Nathan. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Special Education Action Type: Title I Schoolwide</p>	<p>Todd Dixon</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	<p>Title I - Employee \$14631.99 Salaries: Title I - Employee \$2891.33 Benefits:  ACTION BUDGET: \$17523.32</p>
<p>Title I School-Wide Coordination of Federal and State Funds- DCH will seek to appropriately disburse and coordinate federal and state funds through monthly meetings and consultations with the district's Director of Finance.</p>	<p>Todd Dixon; Charity Hallman</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• District Staff</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>Math: Title I funds will be used to provide ten days of supplementary professional development in literacy instruction to staff and to provide a mandatory two-week summer program focused on literacy and math for students in July and August of 2015. The program is designed to reduce the achievement gap between sub-populations. Costs for 2015 are estimated to be 9.0% of annual teacher salaries and benefits (approximately 4 FTEs): Graul, Meaghan; McMulkin, Shannon; Ward, Kyeshia; and Whitfield, Nathan. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Special Education</p>	<p>Todd Dixon</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• Teachers</li> </ul>	<p>Title I - Employee \$3600.00 Benefits: Title I - Employee \$13333.00 Salaries:  ACTION BUDGET: \$16933</p>
<p>Title 1 funds will be used to purchase supplemental materials and supplies (i.e. compasses, KUTA software, and headphones) to enrich math and science courses throughout the high school and to help make learning more interactive. Costs not to exceed \$1,000.00 Action Type: Collaboration Action Type: Equity Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	<p>Todd Dixon</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>Title I - Materials &amp; Supplies: \$2000.00  ACTION BUDGET: \$2000</p>
<p>State PD funds will be used to send approximately 5-6 staff members and teachers to a week-long supplemental summer training offered by the Foundation to help increase the rigor of literacy and math instruction in the classroom. Cost will include travel expenses Action Type: Collaboration Action Type: Professional Development</p>	<p>Todd Dixon</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	<p>PD (State-223) - Purchased Services: \$5110.00  \$5110</p>

				ACTION BUDGET:
State PD funds will be used to provide teachers with AR AIMS – Arkansas Advanced Initiative for Math and Science professional development training. Costs include travel expenses and registration. Action Type: Alignment Action Type: Professional Development	Todd Dixon	Start: 07/01/2014 End: 06/30/2015		PD (State-223) - Purchased Services: \$200.00  ACTION BUDGET: \$200
Title 1 funds will be used to provide teachers with supplemental math and science Advance Placement professional development training. Costs include travel expenses and registration Action Type: Alignment Action Type: Equity Action Type: Professional Development	Todd Dixon	Start: 07/01/2014 End: 06/30/2015		Title I - Purchased Services: \$350.00  ACTION BUDGET: \$350
Total Budget:				\$98120.56

Intervention: KIPP Delta Collegiate will implement the Eureka Math program for mathematics instruction.

Scientific Based Research: LEARNING LESS: PUBLIC SCHOOL TEACHERS DESCRIBE A NARROWING CURRICULUM Highlights from a survey by Common Core and the Farkas Duffett Research Group Sponsored by the Ford Foundation and the American Federation of Teachers, Common Core, <http://commoncore.org/reports>

Actions	Person Responsible	Timeline	Resources	Source of Funds
KIPP Delta Collegiate will use State PD funds to support the regular assessment of teaching quality and offer staff feedback on how to increase their level of rigor in the classroom. Cost will include travel expenses. Funds will also be used to purchase professional development books and supplies. Action Type: Professional Development	Todd Dixon	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>Outside Consultants</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	PD (State-223) - Materials & Supplies: \$2858.15 PD (State-223) - Purchased Services: \$595.93  ACTION BUDGET: \$3454.08
Staff will align newly purchased math materials with Common Core State Standards. Action Type: Alignment Action Type: Technology Inclusion	Meaghan Graul, Nathan Whitfield, Laura Sunday	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Title 1 funds will be used to purchase technology such as graphing calculators, LCD projectors, document cameras, computers, and smart boards, will be purchased to support math instruction. We will purchase 50 TI-84 graphing calculators for \$95 each for a total expenditure of \$2,000. Action Type: Equity Action Type: Technology Inclusion Action Type: Title I Schoolwide	Todd Dixon, Meaghan Graul	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	Title I - Materials & Supplies: \$2000.00  ACTION BUDGET: \$2000
The Staff will evaluate the effectiveness of its interventions and actions each quarter with the results of the practice ACT tests and mock PARCC tests. Formative ACT Math: Test 1 (October.)--ACT Math--17.31; Test 2 (December.)--ACT Math--16.99; Test 3 (March.)--ACT Math--16.95 Formative Algebra 1 EOC: Test 1 (October.) 100%; Test 2 (December.) 100% Formative Geometry EOC: Test 1 (October.) 53%; Test 2 (December.) 69% Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation	Todd Dixon, Meaghan Graul, Laura Sunday	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Use Title I to employ a Mathematics Instructional Facilitator on an ongoing basis to support teachers and ensure rigorous instruction in classrooms. Costs include salaries and benefits for 1 FTE: Meaghan Graul, salary-\$45,230 and benefits- \$13,440. Action Type: Alignment Action Type: Collaboration	Todd Dixon	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Outside Consultants</li> <li>Teachers</li> </ul>	Title I - Employee Salaries: \$45230.00 Title I - Employee Benefits: \$13440.30

Action Type: Equity Action Type: Professional Development				ACTION BUDGET: \$58670.3
KIPP Delta Collegiate High will use Title 1 funds to purchase the EXPLORE (9th grade), PLAN (10th grade), and ACT (11th and 12th grade) tests for students to take in the spring to measure their growth as well as their college readiness in the areas of English, Math, Science, and Reading. Action Type: Equity	Stephanie Graham, Hal Harris	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Title Teachers</li> </ul>	Title I - Materials & Supplies: \$2500.00 <hr/> ACTION BUDGET: \$2500
DCH used Title 1 funds to send approximately 2 teachers to an annual mathematics professional development workshop in order to support instruction. Teachers were also able to collaborate with teachers at other schools. Teachers will summarize the content of the workshops to share information with other teachers and to evaluate the workshops. (Meaghan Graul and Laura Sunday). Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation Action Type: Title I Schoolwide	Todd Dixon	Start: 07/01/2014 End: 06/30/2015		Title I - Purchased Services: \$1362.00 <hr/> ACTION BUDGET: \$1362
Use Title I funds to hire 1 part-time classroom aide to assist the teacher of record in the classroom to ensure students' academic needs are met and exceed state standards. (Latasha Ross- salary- \$24,127 and benefits-\$8,872) Action Type: Equity Action Type: Title I Schoolwide	Todd Dixon	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> <li>Teaching Aids</li> </ul>	Title I - Employee Salaries: \$24127.00 Title I - Employee Benefits: \$8871.50 <hr/> ACTION BUDGET: \$32998.5
DCH will use Title 1 funds to purchase science lab equipment to increase students' measurement and data analysis skills. This equipment supports mathematical instruction in general, but will also promote biological and other scientific inquiry. This additional equipment allows teachers to better provide supplementary and interactive instruction that is aligned to the science curriculum. Examples of the type of equipment includes but not limited to: microscopes, beakers, thermometers, heat crucibles, Ohaus dual range electronic balance, biology slides and anatomy models. Action Type: Equity Action Type: Technology Inclusion	Todd Dixon	Start: 07/01/2014 End: 06/30/2015		Title I - Materials & Supplies: \$7785.00 <hr/> ACTION BUDGET: \$7785
NSLA funds will be used to provide standards-based math remediation during the month of June for students who are below grade level. This intervention will improve students' mathematical skills and prepare them for next school year. Costs include two \$3,000.00 stipends for the four week program and \$500 for materials and supplies. Action Type: AIP/IRI Action Type: Alignment Action Type: Equity Action Type: Special Education Action Type: Title I Schoolwide	Todd Dixon, Hal Harris	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	NSLA (State-281) - Purchased Services: \$6000.00 NSLA (State-281) - Materials & Supplies: \$500.00 <hr/> ACTION BUDGET: \$6500
Title 1 funds will be used to provide training on instructional coaching for mathematics through the KIPP school leadership programming to increase her teacher coaching skills. Costs will include tuition, travel, and room and board. One teacher, Meaghan Graul, will participate in this on-going professional development opportunity at a total cost of \$8,000. Action Type: Collaboration Action Type: Professional Development	Todd Dixon	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Outside Consultants</li> </ul>	Title I - Purchased Services: \$3000.00 <hr/> ACTION BUDGET: \$3000
DCH used NSLA funds to send approximately 2 teachers to an annual science professional development workshop in order to support instruction. Teachers were also able to collaborate with teachers at other schools. Teachers will summarize the content of the workshops	Todd Dixon	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	NSLA (State-281) - Purchased Services: \$1327.58

to share information with other teachers and to evaluate the workshops. (Kyeshia Ward, Shannon McMulkin, and Taylor Steele.) Action Type: Collaboration Action Type: Professional Development				ACTION BUDGET: \$1327.58
NSLA funds will be used to culminate framework-specific content with experienced-based week-long intensive interventions that are tied to a particular standard and provide our students (who are located in a poor and rural area) with the opportunity to experience content learned in the classroom. Action Type: Equity	Mary Helen Deck	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	NSLA (State-281) - Purchased Services: \$12000.00 NSLA (State-281) - Materials & Supplies: \$2000.00 ACTION BUDGET: \$14000
NSLA funds will be used to culminate framework-specific content with experienced-based field trips that are tied to particular standards will provide our students, who are located in a poor and rural area, with an opportunity to experience content that is learned in the classroom. Field lessons will be \$7,500.00 Action Type: Equity	Taylor Steele and Amy Charpentier	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	NSLA (State-281) - Purchased Services: \$7000.00 NSLA (State-281) - Materials & Supplies: \$500.00 ACTION BUDGET: \$7500
Title 1 funds will be used to purchase 50 chrome books (estimated at \$262.00 each) for students to promote interactive math and science instruction and personalized learning. Title 1 funds will also be used to pay for the technical setup of these devices (\$43.00 each) and to purchase 2 charging carts (\$1,323.63 each). Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Technology Inclusion Action Type: Title I Schoolwide	Stephanie Graham	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Computers</li> </ul>	Title I - Materials & Supplies: \$19126.00 ACTION BUDGET: \$19126
Title 1 funds will be used to provide transportation services to students living in Marianna who will participate in a standards-based math remediation program during the month of June for students who are below grade level. Action Type: Alignment Action Type: Equity Action Type: Title I Schoolwide	Thelma Reed	Start: 07/01/2014 End: 06/30/2015		Title I - Purchased Services: \$3500.00 ACTION BUDGET: \$3500
Total Budget:				\$163723.46

Intervention: Implement a school culture that encourages and enforces a drug-free, violent-free, bully-free, and overall safe and positive school climate.

Scientific Based Research: Elbot, Charles F. and David Vance Fulton. "Building and Intentional School Culture: Excellence in Academics and Character". Corwin Press, 2007.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Given the current robbery and burglary trends in Helena-West Helena, our school will implement further security system upgrades for the safety of our students and staff. After evaluating our school safety program, our percentage of expulsion decreased from 2007-2008 to 2008-2009 and has remained at zero for the 2009 - 2010 and 2010 - 2011 school years. There were two expulsions in the 2011 - 2012 school year and two expulsions in the 2012 - 2013 school year. There were no expulsions during the 2013 - 2014 school year. Our suspension percentages remained constant over the same time period and are very low relatively to the overall ADA. We feel that our safety program has been effective at keeping these rates low levels Action Type: Collaboration Action Type: Program Evaluation Action Type: Technology Inclusion	Todd Dixon	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	ACTION BUDGET: \$

KIPP Delta Collegiate High teachers will attend workshops sponsored by KIPP Foundation, other organizations, and visit other KIPP schools to research their approach to creating a safe and drug free school. Our staff will research different approaches to reducing suspension and expulsion. Furthermore, we will explore both management and technological solutions to mitigating risks from external and internal threats. Action Type: Professional Development	Todd Dixon	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
The school will host a Parent Pride night, where parents can celebrate the positive choices students have made throughout the year. Action Type: Parental Engagement	Todd Dixon, Laurie Brown	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

Priority 3: KIPP Delta Collegiate will implement programs to improve the health and wellness of students, staff, parents, and community networks.

- Supporting Data:
- In SY2006-2007, 50.6 % of students were assessed as overweight or at risk for becoming overweight. Statewide, 37.8% of public school children were overweight in SY 2006-2007.: Body Mass Index Data SY 2007-2008: 51.4% of the student population was listed as overweight or at risk of being overweight.: Body Mass Index Data SY 2008-2009: 52.6% of the student population was listed as overweight or at risk of being overweight. Statewide, 37.6% of public school children were overweight in SY 2008-2009.: Body Mass Index Data SY 2010-2011: 35.6% of the student population was listed as overweight or at risk of being overweight. Body Mass Index Data SY 2012-2013: 37.5% of the student population was listed as overweight or at risk of being overweight. Body Mass Index Data SY 2013-2014: 58.3% of the student population was listed as overweight or at risk of being overweight.
  - Varsity Sports Teams in 2008-2009: Basketball.: Varsity Sports Teams in 2009-2010: Basketball, Girls Volleyball, Cross Country, Soccer.: Varsity Sports Teams in 2010-2011: Girls and Boys Basketball, Girls Volleyball, Cross Country, Co-ed Soccer, Co-ed Track, STEP team.: Varsity Sports Teams in 2012-2013: Girls and Boys Basketball, Girls Volleyball, Cross Country, Co-ed Track, Softball, STEP team.: Classes Offered: Girls and Boys Health, P.E., Personal Fitness for Life, and Anatomy & Physiology.
  - Trend Analysis: In its eight year, KIPP Delta Collegiate High continues to seek out ways to engage our students in healthy behaviors and physical activities. This year the school offers 6 varsity sports and continues to offer physical education classes and after-school time as an opportunity to engage students in physical activity.

Goal KIPP Delta Collegiate is committed to ensuring the lifelong health of our students and staff. We will accomplish this by serving nutritious school meals, and educating students about nutrition, physical activity, and healthy behaviors.

Benchmark By the SY 2015-2016, there will be a decrease of the average Body Mass Index for students by 1/2 % as evaluated by the annual Body Mass Index Screening.

Benchmark Students who are free and reduced:209 Total students: 240

Benchmark 98% of students purchase lunch through the school.

Intervention: KIPP Delta Collegiate will implement school and community programs to promote physical activity among young people.				
Scientific Based Research: Centers for Disease Control and Prevention. Guidelines for school and community programs to promote lifelong physical activity among young people. MMWR 1997; 46 (No. RR-6): [6-7]				
Actions	Person Responsible	Timeline	Resources	Source of Funds
KIPP Delta Collegiate will establish policies that promote enjoyable, lifelong physical activity among young people. Action Type: Wellness	Phillip Lockhart, Tracy Duncan	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
KIPP Delta Collegiate will implement physical education curricula and instruction that emphasize enjoyable participation in physical activity and that help students develop the knowledge, attitudes, behavioral skills, and confidence needed to adopt and maintain physically active lifestyles. KIPP Delta Collegiate will work to align and implement the current Arkansas Nutrition and Physical Education and Physical Activity Standards and Arkansas Curriculum Frameworks Action Type: Alignment Action Type: Collaboration Action Type: Wellness	Phillip Lockhart, Tracy Duncan	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
DCH will implement health education curricula, instruction, and activities that help students develop the knowledge, attitudes, behavioral skills, and confidence needed to adopt and maintain physically active lifestyles. Action Type: Collaboration Action Type: Wellness	Phillip Lockhart, Tracy Duncan	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
KIPP Delta Collegiate will include parents and guardians in physical activity instruction and in extracurricular and community physical activity programs; and encourage parents and guardians to support	Phillip Lockhart, Tracy Duncan	Start: 07/01/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	ACTION BUDGET: \$

their children's participation in enjoyable physical activities. Action Type: Parental Engagement Action Type: Wellness		End: 06/30/2015	<ul style="list-style-type: none"> <li>Community Leaders</li> <li>Teachers</li> </ul>	
KIPP Delta Collegiate will regularly evaluate school and community physical activity instruction, programs, and facilities. Physical Education is offered 33% of the school day as well as related supplemental programs that occur after school. There are currently nine programs in place (volleyball, boys and girls basketball, cross country, STEP team, girls and boys track, softball, and baseball). Action Type: Program Evaluation Action Type: Wellness	Phillip Lockhart, Tracy Duncan	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0
Intervention: KIPP Delta Collegiate will develop and implement a school health program that promotes healthy eating.				
Scientific Based Research: Centers for Disease Control and Prevention. Guidelines for school health programs to promote lifelong healthy eating. MMWR 1996; 45 (No. RR-9): [11-12].				
Actions	Person Responsible	Timeline	Resources	Source of Funds
KIPP Delta Collegiate will adopt a coordinated school nutrition policy that promotes healthy eating through classroom lessons and a supportive school environment. Action Type: Alignment Action Type: Wellness	Todd Dixon, Clark Huff	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
KIPP Delta Collegiate will implement nutrition education as part of a sequential, comprehensive school health education curriculum designed to help students adopt healthy eating behaviors. Action Type: Alignment Action Type: Wellness	Phillip Lockhart, Tracy Duncan	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
KIPP Delta Collegiate will coordinate school food service with nutrition education and with other components of the comprehensive school health program to reinforce messages on healthy eating. Action Type: Collaboration Action Type: Wellness	Phillip Lockhart, Tracy Duncan	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
KIPP Delta Collegiate will provide staff involved in nutrition education with training that focuses on teaching strategies for behavioral change. Action Type: Professional Development Action Type: Wellness	Todd Dixon	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Community Leaders</li> <li>Outside Consultants</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
KIPP Delta Collegiate will involve family members and the community in supporting and reinforcing nutrition education. Action Type: Parental Engagement Action Type: Wellness	Todd Dixon, John Dallencourt	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
KIPP Delta Collegiate will regularly evaluate the efficacy of the school health program in promoting healthy eating and change the program as appropriate to increase its effectiveness. Results: We had an onsite review our child nutrition program during the 2013 - 2014 school year and met all requirements. Action Type: Program Evaluation Action Type: Wellness	Clark Huff	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Blanca Diaz	Spanish Teacher	Wellness, Literacy, Parental
Classroom Teacher	David O'Donnell	Social Studies Teacher	Literacy
Classroom Teacher	Hal Harris	Social Studies Teacher	Literacy
Classroom Teacher	Julianne Barto	Teacher	Literacy
Classroom Teacher	Laura Sunday	Mathematics Teacher	Mathematics
Classroom Teacher	Meaghan Graul	Math Teacher	Mathematics
Classroom Teacher	Nathan Whitfield	Mathematics Teacher	Mathematics



Classroom Teacher	Stephanie Hay	Teacher	Literacy
Classroom Teacher	Tracy Duncan	Health/PE Teacher	Wellness
Classroom Teacher	Vivian Sisk	Teacher	Literacy
District-Level Professional	Robert Cheek	Data Manager	Literacy, Mathematics
Non-Classroom Professional Staff	Amy Charpentier	College Counselor	Parental Involvement
Non-Classroom Professional Staff	Jeremiah Weissman	KIPP Through College Advisor	Parental Involvement
Non-Classroom Professional Staff	Laurie Brown	KIPP Through College Advisor	Parental Involvement
Non-Classroom Professional Staff	Stephanie Graham	Assistant Principal	ACSIP Chair. Literacy, Wellness, Parental
Parent	John Dalencourt	PTO President	Parental Involvement
Parent	Mack Williams	Student	ACSIP Leadership
Principal	Todd Dixon	Principal	ACSIP Leadership, Mathematics, Parental

# KIPP Blytheville College Preparatory School

## Arkansas Comprehensive School Improvement Plan

2014-2015

The mission of KIPP Blytheville College Preparatory School is to empower our students to develop the essential knowledge, skills, and character traits to pursue a college education and a life of value, joy, and integrity.

Grade Span: 5-8

Title I: Title I Schoolwide

School Improvement:

### Table of Contents

#### Priority 1: Literacy

**Goal:** All students will demonstrate improvement in reading, specifically in the areas of phonemic awareness, phonics, fluency, comprehension, and vocabulary. All students will demonstrate improvement in structure of writing, beginning with correct sentence and paragraph structure, and resulting in well-written essays, reports, and letters.

#### Priority 2: Mathematics

**Goal:** All students will demonstrate improvement in the areas of mathematical problem solving and mathematical procedures while responding to open response questions and multiple choice.

#### Priority 3: Wellness

**Goal:** All students will practice healthy eating behaviors and participate in a healthy amount of physical activity, including organized exercise and sports teams or clubs.

Priority 1: All students will improve in the areas of phonemic awareness, phonics, comprehension, vocabulary, and fluency.

Supporting Data:

1. KIPP BCPS will continue to have an emphasis on literacy at the school, focusing both on phonics and comprehension. In 2014, 73% of our students across the school scored Proficient or Advanced on the ACTAAP exam. In addition, our students moved from the 34th percentile to the 41st percentile in Reading on the MAP test and from the 51st percentile to the 56th percentile in Language. We need to have a heavy emphasis on independent reading and instruction with rigorous texts in order to move students to a college-ready level (75th percentile). In 2013, 79% of our students across the school scored Proficient or Advanced on the ACTAAP exam. In addition, our students moved from the 31st percentile to the 40th percentile in Reading on the MAP test and from the 45th percentile to the 54th percentile in Language on the MAP test.
2. Literacy Benchmarkenchmark: For each: Combined, Male, Female, African-American, White, Hispanic, Asian Literacy Benchmark Benchmark-4th Grade Literacy Exam (Spring 2014)-Number and Percent of Students Scoring Proficient or Advanced: 27 Students: 66% of Combined Students 23 Students: 64% of Economically Disadvantaged Students 12 Students: 63% of Female Students 15 Students: 68% of Male Students 21 Students: 68% of African American Students 2 Students: 100% of Hispanic Students 4 Students: 50% of White Students Students: % of Asian Students Students: % of Two or More Races Benchmark-5th Grade Literacy Exam (Spring 2014)-Number and Percent of Students Scoring Proficient or Advanced: 43 Students: 77% of Combined Students 37 Students: 77% of Economically Disadvantaged Students 22 Students: 81% of Female Students 21 Students: 72% of Male Students 34 Students: 77% of African American Students 3 Students: 75% of Hispanic Students 4 Students: 67% of White Students 2 Students: 100% of Asian Students Students: % of Two or More Races Benchmark-6th Grade Literacy Exam (Spring 2014)-Number and Percent of Students Scoring Proficient or Advanced: 48 Students: 76% of Combined Students 38 Students: 76% of Economically Disadvantaged Students 24 Students: 77% of Female Students 24 Students: 75% of Male Students 38 Students: 73% of African American Students 2 Students: 100% of Hispanic Students 3 Students: 75% of White Students 1 Students: 100% of Asian Students 0 Students: 0% of Two or More Races Benchmark-7th Grade Literacy Exam (Spring 2014)-Number and Percent of Students Scoring Proficient or Advanced: 25 Students: 53% of Combined Students 20 Students: 53% of Economically Disadvantaged Students 18 Students: 72% of Female Students 7 Students: 32% of Male Students 38 Students: 73% of African American Students Students: % of Hispanic Students 3 Students: 75% of White Students 1 Students: 50% of Asian Students 1 Students: 50% of Two or More Races Benchmark-8th Grade Literacy Exam (Spring 2014)-Number and Percent of Students Scoring Proficient or Advanced: 25 Students: 53% of Combined Students 33 Students: 89% of Economically Disadvantaged Students 29 Students: 97% of Female Students 16 Students: 84% of Male Students 37 Students: 93% of African American Students 1 Students: 100% of Hispanic Students 3 Students: 75% of White Students 3 Students: 100% of Asian Students 1 Students: 100% of Two or More Races Benchmark-4th Grade Literacy Exam (Spring 2013)-Number and Percent of Students Scoring Proficient or Advanced: 42 Students: 82% of Combined Students 35 Students: 80% of Economically Disadvantaged Students 19 Students: 76% of Male Students 23 Students: 88% of Female Students 34 Students: 83% of African American Students 1 Students: 100% of Hispanic Students 5 Students: 71% of White Students 2 Students: 100% of Asian Students Students: % of Two or More Races Benchmark-5th Grade Literacy Exam (Spring 2013)-Number and Percent of Students Scoring Proficient or Advanced: 49 Students: 92% of Combined Students 37 Students: 93% of Economically Disadvantaged Students 25 Students: 86% of Male Students 24 Students: 100% of Female Students 39 Students: 91% of African American Students 2 Students: 100% of Hispanic Students 7 Students: 100% of White Students 1 Students: 100% of Asian Students Students: % of Two or More Races Benchmark-6th Grade Literacy Exam (Spring 2013)-Number and Percent of Students Scoring Proficient or Advanced: 30 Students: 54% of Combined Students 22 Students: 51% of Economically Disadvantaged Students 11 Students: 44% of Male Students 19 Students: 61% of Female Students 25 Students: 52% of African American Students 0 Students: 0% of Hispanic Students 3 Students: 75% of White Students 2 Students: 100% of Asian Students 0 Students: 0% of Two or More Races Benchmark-7th Grade Literacy Exam (Spring 2013)-Number and Percent of Students Scoring Proficient or Advanced: 45 Students: 90% of

- Combined Students 35 Students: 92% of Economically Disadvantaged Students 18 Students: 82% of Male Students 27 Students: 96% of Female Students 36 Students: 90% of African American Students 1 Students: 100% of Hispanic Students 3 Students: 75% of White Students 4 Students: 100% of Asian Students 1 Students: 100% of Two or More Races Benchmark-5th Grade Literacy Exam (Spring 2012)-Number and Percent of Students Scoring Proficient or Advanced: 44 Students: 90% of Combined Students 34 Students: 91% of Economically Disadvantaged Students 24 Students: 89% of Male Students 20 Students: 91% of Female Students 36 Students: 88% of African American Students 1 Student: 100% of Hispanic Students 3 Students: 100% of White Students 2 Students: 100% of Asian Students 2 Students: 100% of Two or More Races Benchmark-6th Grade Literacy Exam (Spring 2012)-Number and Percent of Students Scoring Proficient or Advanced: 44 Students: 73% of Combined Students 36 Students: 74% of Economically Disadvantaged Students 14 Students: 50% of Male Students 30 Students: 94% of Female Students 36 Students: 79% of African American Students 0 Student: 0% of Hispanic Students 3 Students: 75% of White Students 3 Students: 60% of Asian Students 2 Students: 100% of Two or More Races Benchmark-5th Grade Literacy Exam (Spring 2011) 2011-Number and Percent of Students Scoring Proficient or Advanced: 41 Students: 75% of Combined Students 36 Students: 73% of Economically Disadvantaged Students 16 Students: 64% of Male Students 25 Students: 83% of Female Students 34 Students: 76% of African American Students 1 Student: 50% of Hispanic Students 4 Students: 80% of White Students 2 Students: 67% of Asian Students
3. MAP Reading: For each: Combined, Male, Female, African-American, White, Hispanic, and Asian MAP—4th Grade Reading (2013-2014) Number of Students Meeting or Exceeding Growth Targets 13 Students: 37% of Combined Population 7 Students: 39% of Male Students 6 Students: 35% of Female Students 10 Students: 38% of African American Students 2 Students: 29% of White Students 1 Student: 50% of Hispanic Students Students: of Asian Students MAP—5th Grade Reading (2013-2014) Number of Students Meeting or Exceeding Growth Targets 33 Students: 66% of Combined Population 18 Students: 72% of Male Students 15 Students: 60% of Female Students 25 Students: 64% of African American Students 2 Students: 50% of White Students 3 Student: 100% of Hispanic Students 2 Students: 100% of Asian Students MAP—6th Grade Reading (2013-2014) Number of Students Meeting or Exceeding Growth Targets 33 Students: 57% of Combined Population 18 Students: 60% of Male Students 15 Students: 54% of Female Students 28 Students: 62% of African American Students 2 Students: 33% of White Students 1 Student: 50% of Hispanic Students 1 Student: 100% of Asian Students MAP—7th Grade Reading (2013-2014) Number of Students Meeting or Exceeding Growth Targets 31 Students: 67% of Combined Population 15 Students: 71% of Male Students 16 Students: 64% of Female Students 25 Students: 64% of African American Students 1 Student: 33% of White Students 1 Student: 100% of Hispanic Students 2 Students: 100% of Asian Students MAP—8th Grade Reading (2013-2014) Number of Students Meeting or Exceeding Growth Targets 31 Students: 66% of Combined Population 8 Students: 44% of Male Students 23 Students: 79% of Female Students 26 Students: 65% of African American Students 3 Students: 100% of White Students 0 Student: 0% of Hispanic Students 2 Students: 67% of Asian Students MAP—4th Grade Reading (2012-2013) Number of Students Meeting or Exceeding Growth Targets 28 Students: 62% of Combined Population 11 Students: 55% of Male Students 17 Students: 68% of Female Students 21 Students: 58% of African American Students 4 Students: 67% of White Students 1 Student: 100% of Hispanic Students 2 Students: 100% of Asian Students MAP—5th Grade Language (2012-2013) Number of Students Meeting or Exceeding Growth Targets 42 Students: 81% of Combined Population 22 Students: 76% of Male Students 20 Students: 87% of Female Students 35 Students: 47% of African American Students 5 Students: 59% of White Students 1 Student: 50% of Hispanic Students 1 Students: 100% of Asian Students MAP—6th Grade Language (2012-2013) Number of Students Meeting or Exceeding Growth Targets 39 Students: 76% of Combined Population 18 Students: 78% of Male Students 21 Students: 75% of Female Students 33 Students: 75% of African American Students 4 Students: 100% of White Students 1 Student: 100% of Hispanic Students 1 Students: 50% of Asian Students MAP—7th Grade Language (2012-2013) Number of Students Meeting or Exceeding Growth Targets 28 Students: 64% of Combined Population 14 Students: 78% of Male Students 14 Students: 54 % of Female Students 23 Students: 62% of African American Students 1 Students: 50% of White Students 1 Student: 100% of Hispanic Students 3 Students: 75% of Asian Students MAP—5th Grade Reading Assessment (2011-2012) 2011—Number of Students Meeting or Exceeding Growth Targets 31 Students: 67% of Combined Population 15 Students: 64% of Male Students 16 Students: 71% of Female Students 26 Students: 66% of African American Students 0 Students: 0% of Hispanic Students 3 Students: 100% of White Students 2 Students: 100% of Asian Students MAP—6th Grade Reading Assessment (2011-2012) Number of Students Meeting or Exceeding Growth Targets 36 Students: 63% of Combined Population 18 Students: 71% of Male Students 18 Students: 53% of Female Students 37 Students: 59% of African American Students 3 Students: 100% of Hispanic Students 1 Students: 25% of White Students 4 Students: 100% of Asian Students MAP—5th Grade Reading Assessment (2010-2011) 2011—Number of Students Meeting or Exceeding Growth Targets 44 Students: 83% of Combined Population 20 Students: 80% of Male Students 24 Students: 86% of Female Students 37 Students: 84% of African American Students 1 Student: 50% of Hispanic Students 3 Students: 75% of White Students 3 Students: 100% of Asian Students
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- Students 2 Students: 67% of Asian Students MAP—4th Grade Language (2012-2013) Number of Students Meeting or Exceeding Growth Targets 33 Students: 75% of Combined Population 14 Students: 70% of Male Students 19 Students: 79% of Female Students 26 Students: 74% of African American Students 4 Students: 67% of White Students 1 Student: 100% of Hispanic Students 2 Students: 100% of Asian Students MAP—5th Grade Language (2012-2013) Number of Students Meeting or Exceeding Growth Targets 41 Students: 80 % of Combined Population 24 Students: 86% of Male Students 17 Students: 74% of Female Students 32 Students: 78% of African American Students 6 Students: 86% of White Students 2 Student: 100% of Hispanic Students 1 Students: 100% of Asian Students MAP—6th Grade Language (2012-2013) Number of Students Meeting or Exceeding Growth Targets 31 Students: 63% of Combined Population 10 Students: 48% of Male Students 21 Students: 75% of Female Students 27 Students: 63% of African American Students 1 Students: 33% of White Students 1 Student: 100% of Hispanic Students 2 Students: 100% of Asian Students MAP—7th Grade Language (2012-2013) Number of Students Meeting or Exceeding Growth Targets 33 Students: 73% of Combined Population 9 Students: 64 % of Male Students 19 Students:83 % of Female Students 26 Students: 72% of African American Students 3 Students: 75% of White Students 1 Student: 100% of Hispanic Students 3 Students: 75% of Asian Students MAP—5th Grade Language Assessment (2011-2012) Number of Students Meeting or Exceeding Growth Targets 35 Students: 76% of Combined Population 19 Students: 76% of Male Students 16 Students: 76% of Female Students 31 Students: 76% of African American Students 1 Students: 100% of White Students 0 Student: 0% of Hispanic Students 2 Students: 100% of Asian Students MAP—6th Grade Language Assessment (2011-2012) Number of Students Meeting or Exceeding Growth Targets 42 Students: 72% of Combined Population 22 Students: 82% of Male Students 20 Students: 59% of Female Students 33 Students: 72% of African American Students 2 Students: 50% of White Students 2 Student: 67% of Hispanic Students 4 Students: 100% of Asian Students MAP—5th Grade Language Assessment (2010-2011) Number of Students Meeting or Exceeding Growth Targets 42 Students: 79% of Combined Population 19 Students: 76% of Male Students 23 Students: 82% of Female Students 34 Students: 77% of African American Students 4 Students: 100% of White Students 1 Student: 50% of Hispanic Students 3 Students: 100% of Asian Students
5. Attendance: BCPS averaged 96.1% attendance for the 2013-2014 school year. Female: 96.2% ADA Male: 96% ADA Free Lunch: 95.6% Reduced: 98.1% Paid: 97.2% BCPS averaged 94.6% attendance for the 2012-2013 school year. Female: 94.9% ADA Male: 94.3% ADA Free Lunch: 94% Reduced: 96.1% Paid: 95.5%

**Goal** All students will demonstrate improvement in reading, specifically in the areas of phonemic awareness, phonics, fluency, comprehension, and vocabulary. All students will demonstrate improvement in structure of writing, beginning with correct sentence and paragraph structure, and resulting in well-written essays, reports, and letters.

**Benchmark** 4th through 8th grade students will meet or exceed ESEA Accountability standards.

**Benchmark** At least 50% of students will meet college-ready MAP growth targets in Reading.

**Benchmark** At least 50% of students will meet college-ready MAP growth targets in Language.

**Intervention:** KIPP Blytheville College Preparatory School teachers will employ multiple teaching strategies to teach phonemic awareness, phonics, fluency, vocabulary, and comprehension.

**Scientific Based Research:** National Institute of Child Health and Human Development. (2000). Report of the National Reading Panel. Put Reading First: The Research Building Blocks for Teaching Children to Read (NIH Publication No. 00-4769). Washington, DC: U.S. Government Printing Office. Resendez, Miriam & Azin, Mariam, Shurley English: The Relationship Between Shurley English and Student Language Arts Performance, Planning, Research & Evaluation Services, May 2010.

Actions	Person Responsible	Timeline	Resources	Source of Funds
KIPP Blytheville will use Title 1 funds to cover the cost of conducting quarterly interim assessments to track students' academic gains in literacy. Achievement data will be reported quarterly. Title I Funds will be used to purchase and copy testing materials and provide achievement awards such as books, notebooks, and shirts to students showing academic gains between tests. Program Evaluation: The School Director, Maisie Wright, met with various constituents throughout the months of July and August to determine goals and priorities for KIPP Blytheville. Last year, we met some of our ACTAAP goals, but did not meet Spring-to-Spring MAP goals. We want our students to be at the 75th percentile by the time they are promoted from 8th grade and so this will be our focus as we prioritize weekly metrics that will move us towards college-readiness. Each student will have a college-ready growth goal for MAP testing, which means that students in different quartiles are expected to make different amounts of growth. This allows us to hold ourselves accountable to all students moving towards that target. Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation Action Type: Special Education Action Type: Title I Schoolwide	Meghan Brown; Maisie Wright; Luke VanDeWalle	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	Title I - Materials & Supplies: \$3281.00  ACTION BUDGET: \$3281
Use Title I funds to purchase supplemental instructional materials like: Guided Reading Libraries, Fountas and Pinnell Leveled Literacy Instruction, Lexia, library books, and class novels to enhance lessons based on Common	Casey DeFord	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Computers</li> <li>Teachers</li> </ul>	Title I - Materials & Supplies: \$18000.00

Core standards tailored to all students. Title I Funds will also be used to purchase and implement phonics, fluency, and vocabulary programs including Phonics Blitz and Phonics Boost. Action Type: Special Education Action Type: Technology Inclusion				ACTION BUDGET: \$18000
Highly Qualified Teachers will use a developmental reading assessment to determine the reading levels of all students. The assessment will be used throughout the year in order to monitor literacy growth of students and evaluate teacher effectiveness. Program Evaluation: The School Director, Maisie Wright, met with various constituents throughout the months of July and August to determine goals and priorities for KIPP Blytheville. Last year we were able to get data both around decoding and comprehension. This year we have adjusted priorities and resources so that students can do most of their reading on their level to move them forward. Action Type: Program Evaluation Action Type: Title I Schoolwide	Veretta Jones/Casey DeFord	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Annually review ACSIP to ensure its effectiveness and revise and/or modify as needed. Program Evaluation: The ACSIP was reviewed and revised by ACSIP team members. Action Type: Program Evaluation	Scott Shirey; Matt Colburn; Maisie Wright	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Central Office</li> </ul>	ACTION BUDGET: \$
Teachers will develop and align curriculum to state and common core standards. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Maisie Wright	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Teachers will analyze test data in order to identify students' strengths and areas of need. Classroom teachers will write Academic Improvement Plans (AIP) for all students not scoring proficient or advanced on the 2014 ACTAAP. Program Evaluation: 73.4% of students across all grades scored Proficient or Advanced on the 2014 ACTAAP in Literacy. At 6th and 8th grade, our students outperformed the state. We will focus on our students did not score proficient or advanced by again writing AIPs. Action Type: AIP/IRI Action Type: Collaboration Action Type: Program Evaluation	Lakeda Ward	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
NSLA funds will be used to culminate framework-specific content with experience-based field trips that are tied to a particular standards and provide our students (who are located in a poor and rural area) with the opportunity to experience content learned in the classroom. Action Type: Collaboration Action Type: Equity	Meghan Brown	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	NSLA (State-281) - Purchased Services: \$5750.00 NSLA (State-281) - Materials & Supplies: \$1000.00 <hr/> ACTION BUDGET: \$6750
NSLA funds will be used to culminate framework-specific content with experience-based week-long intensive interventions that are tied to a particular standard and provide our students (who are located in a poor and rural area) with the opportunity to experience content learned in the classroom. Action Type: Collaboration Action Type: Equity	Meghan Brown	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	NSLA (State-281) - Purchased Services: \$31000.00 NSLA (State-281) - Materials & Supplies: \$2000.00 <hr/> ACTION BUDGET: \$33000
Teachers will utilize technology to improve literacy instruction for all students. This will include the purchasing of Chromebooks, Ipads, and additional computers for our computer lab.	Casey DeFord	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Computers</li> </ul>	ACTION BUDGET: \$

Action Type: Collaboration Action Type: Technology Inclusion			• Teachers	
BCPS will use Title 1 funds to renew licenses for Renaissance Reading, which is Accelerated Reader; pay for data integration services; and to purchase a one year subscription for Illuminate, a data and assessment management system. These programs will enhance our staff's ability to monitor and adjust to student learning patterns throughout the year. Action Type: AIP/IRI Action Type: Alignment Action Type: Technology Inclusion Action Type: Title I Schoolwide	Maisie Wright	Start: 07/01/2014 End: 06/30/2015	• Central Office • Teachers	Title I - Materials & Supplies: \$2212.00  ACTION BUDGET: \$2212
Title 1 funds will be used to renew BCPS's supplemental computer-based literacy program, Achieve 3000. Costs are estimated to be \$15,000.00 Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Technology Inclusion Action Type: Title I Schoolwide	Maisie Wright	Start: 07/01/2014 End: 06/30/2015	• Computers	Title I - Purchased Services: \$14999.60  ACTION BUDGET: \$14999.6
Total Budget:				\$78242.6

Intervention: KIPP Blytheville College Preparatory School will increase staff size to provide additional small group reading instruction to students needing remediation.

Scientific Based Research: Bohrnstedt, G. W., & Stecher, B. M. (Eds.) (2002). "What We Have Learned about Class Size Reduction in California." CapstoneReport. Sacramento, CA: California Department of Education.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Title I funds will be used to provide four days of supplementary professional development in literacy instruction to staff and to provide a mandatory two-week summer program focused on literacy and math for students in 2014. The program is designed to reduce the achievement gap between sub-populations. Costs for 2014 are estimated to be 6.0% of annual teacher salaries and benefits (approximately 8 FTEs): Body, Jordan Ciaramitaro, Carl Conway, Angela DeBose, Paula Dewey, Evan Hofmann, Jonathan Jones, Veretta Tomasello, Jonathan Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Special Education Action Type: Title I Schoolwide	Maisie Wright	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Central Office • District Staff • Teachers	Title I - Employee Salaries: \$19652.32 Title I - Employee Benefits: \$2690.19  ACTION BUDGET: \$22342.51
NSLA funds will be used to provide supplemental literacy instruction through an after school program from 4:30-6:00 p.m. Costs include 17% of salaries and benefits for approximately 6 FTEs. This program is designed to reduce the achievement gap between sub-populations. Participating teachers include: Body, Jordan; Ciaramitaro, Carl; Conway, Angela; Dewey, Evan; Hofmann, Jonathan; and Jones, Veretta Action Type: Collaboration Action Type: Equity Action Type: Special Education	Maisie Wright	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Central Office • Teachers	NSLA (State-281) - Employee Benefits: \$12534.70 NSLA (State-281) - Employee Salaries: \$41254.35  ACTION BUDGET: \$53789.05
KIPP BCPS will become a member of professional organizations in order to collaborate with professionals around the country. Action Type: Collaboration Action Type: Professional Development	Angela Conway	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Teachers	ACTION BUDGET: \$
Use Title I funds to hire two paraprofessional, to provide remediation as needed for at-risk students. The individuals are Annette Middlebrook (salary - \$19,570; benefits - \$7,885) and Hester Ellis (salary - \$24,127; benefits - \$8,871). Action Type: Collaboration	Maisie Wright	Start: 07/01/2014 End: 06/30/2015	• Teachers	Title I - Employee Salaries: \$43697.00 Title I - Employee Benefits: \$16756.40

Action Type: Equity Action Type: Title I Schoolwide				ACTION BUDGET: \$60453.4
NSLA funds will be used to employ English Language Arts instructional facilitators on an ongoing basis to provide language support and rigorous instruction in the classroom. Costs include the salaries and benefits for 2 FTEs: LaKeda Ward, salary- \$59,225 and benefits- \$16,470; and Katherine DeFord salary- \$44,000 and benefits- \$13,174. Action Type: Alignment Action Type: Collaboration Action Type: Equity	Casey DeFord	Start: 07/01/2014 End: 06/30/2015		NSLA (State-281) - Employee Benefits: \$29644.21 NSLA (State-281) - Employee Salaries: \$103225.00  ACTION BUDGET: \$132869.21
Title I funds will be used to provide ten days of supplementary professional development in literacy instruction to staff and to provide a mandatory two-week summer program focused on literacy and math for students in July and August of 2015. The program is designed to reduce the achievement gap between sub-populations. Costs for 2015 are estimated to be 9.0% of annual teacher salaries and benefits (approximately 8 FTEs): Body, Jordan Ciaramitaro, Carl Conway, Angela DeBose, Paula Dewey, Evan Hofmann, Jonathan Jones, Veretta Tomasello, Jonathan Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Special Education Action Type: Title I Schoolwide	Maisie Wright	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>Teachers</li> </ul>	Title I - Employee Salaries: \$14787.91 Title I - Employee Benefits: \$4295.05  ACTION BUDGET: \$19082.96
Total Budget:				\$288537.13

Intervention: KIPP Blytheville College Preparatory School will provide ongoing professional development to increase teacher competency in literacy instruction.

Scientific Based Research: Killion, Joellen. "What Works in the Elementary School Results Based Staff Development." National Staff Development Council, 2002.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Send school director to excellent schools to observe and adopt best practices in teaching literacy that encompasses meeting the needs of students with disabilities. Action Type: Collaboration Action Type: Professional Development	Maisie Wright	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	ACTION BUDGET: \$
Send approximately 1 first or second year Teach for America teachers to quarterly weekend professional development workshops sponsored by TFA in order to support development in literacy instruction. Teachers will summarize the content of the workshops to share information with other teachers and to evaluate the workshops. Program Evaluation: Our teachers attended workshops where they gathered new ideas about teaching literacy and brought them back to share with the teachers. This not only brought new ideas to our school, but it also encouraged collaboration between teachers. These conferences were added by the KIPP region and other organizations. Teachers also were able to collaborate with teachers at other schools. Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation Action Type: Title I Schoolwide	Jon Hofmann	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Outside Consultants</li> <li>Teachers</li> </ul>	Title I - Purchased Services: \$7000.00  ACTION BUDGET: \$7000
Purchase trade magazines and additional professional texts, as well as on-line subscriptions for the school to support teachers' development in literacy instruction. Action Type: Professional Development	Angela Conway	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
BCPS will use Title I funds to provide ongoing professional development to approximately 7 teachers and school leaders in order to increase their effectiveness as literacy instructors. These trainings are focused on topics such as vocabulary, guided reading, and advanced placement	Angela Conway	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	Title I - Purchased Services: \$7805.00  \$2500.00

curriculum. Cost include tuition, travel, supplies and materials, and room and board. Action Type: Collaboration Action Type: Professional Development Action Type: Title I Schoolwide				Title I - Materials & Supplies: <hr/> ACTION BUDGET: \$10305
Title I funds were used to send approximately 11 teachers and teacher aides to a week long summer training provided instruction on best practices in literacy for middle school education. Action Type: Collaboration Action Type: Professional Development Action Type: Title I Schoolwide	Maisie Wright	Start: 07/01/2014 End: 06/30/2015		Title I - Purchased \$5162.00 Services: <hr/> ACTION BUDGET: \$5162
BCPS will use State PD funds to provide on-going coaching to teachers through one-on-one mentoring, peer support, internal school reviews, and by purchasing support materials like guided reading. Costs will include supplies and materials along with travel and room and board for school reviews and coaching. Action Type: Collaboration Action Type: Professional Development	Maisie Wright	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	PD (State- 223) - \$588.00 Materials & Supplies: PD (State- 223) - \$2877.00 Purchased Services: <hr/> ACTION BUDGET: \$3465
BCPS will use Title 1 funds to send one of its assistant principals to the KIPP Foundation's Leadership Team training and one teacher to KIPP Foundation's teacher leader training. The first program is designed for assistant principals who are new to their roles. The teacher leader program is geared at preparing emerging teachers for instructional leadership. KSLP is an intensive professional development series. Orientation takes place in May - 3 days, Summer Institute is June-July 5 weeks, Intersession 1 September - 3 days, Intersession 2 November - 3 days, Intersession 3 January - 3 days. These trainings take place in Newark, NJ and in Chicago, IL. The \$13K covers travel, lodging, meals, and program materials for these sessions. The purposes of these programs are to help develop school-wide leadership and management skills needed to be more effective at coaching and leading teachers. (LaKeda Ward & Katherine DeFord) Action Type: Collaboration Action Type: Professional Development Action Type: Title I Schoolwide	Maisie Wright	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	Title I - Purchased \$10428.00 Services: <hr/> ACTION BUDGET: \$10428
BCPS will use Title 1 funds to send its principal to a School Leader Development Course aimed at helping them become more effective coaches (of instruction and staff) so they can drive student growth and achievement. (Maisie Wright) Action Type: Collaboration Action Type: Equity Action Type: Title I Schoolwide	Maisie Wright	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Outside Consultants</li> </ul>	Title I - Purchased \$3620.00 Services: <hr/> ACTION BUDGET: \$3620
Title I School-Wide Coordination of Federal and State Funds- BCPS will seek to appropriately disburse and coordinate federal and state funds through monthly meetings and consultations with the district's Director of Finance.	Maisie Wright; Charity Hallman	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>District Staff</li> </ul>	<hr/> ACTION BUDGET: \$
BCPS will use Title 1 funds to help support two part-time instructional facilitators for literacy, Betty Sanders and Wyvonne Sisk. Mrs. Sanders works across several schools, approximately 10% of her time is spent working at BCPS and all of that time is spent coaching (salary \$3,008.57 & benefits \$1,016.16). Mrs. Sisk spend approximately 13% of her time at BCPS and all of this time is spent coaching (\$1,377.43 & benefits \$772.45). Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation	Maisie Wright	Start: 07/01/2014 End: 06/30/2015		Title I - Employee \$4386.00 Salaries: Title I - Employee \$1788.61 Benefits: <hr/> ACTION BUDGET: \$6174.61
State PD funds will be used to provide ongoing coaching to Jordan Body (reading) in order to increase effectiveness of	Maisie Wright	Start: 07/01/2014		PD (State- 223) - \$382.50



literacy instruction. Action Type: Professional Development		End: 06/30/2015		Purchased Services:  ACTION BUDGET: \$382.5
BCPS will use Title 1 funds to send Carl Ciaramitaro, to a five-day reading institute to tackle the following: the central role of curriculum development and planning in the teaching of reading, units of study in reading workshop, comprehension strategy instruction, the importance of assessment-based instruction, the role of the read-aloud book, methods of holding our students accountable for doing their best work, helping students grow ideas about literature, and classroom structures that support inquiry and collaboration. Costs will include registration, travel and lodging. Action Type: Alignment Action Type: Equity Action Type: Professional Development	Maisie Wright	Start: 07/01/2014 End: 06/30/2015		Title I - Purchased Services: \$3500.00  ACTION BUDGET: \$3500
Total Budget:				\$50037.11

Intervention: KIPP Blytheville College Preparatory School will increase parental involvement to support student learning.

Scientific Based Research: Parental Involvement. National PTA, National Standards for Parent/Family Involvement Programs, May 1993. Achievement Now! How to Assure No Child is Left Behind, Dr. D.J., 2003.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Provide informational packets for families. Action Type: Parental Engagement	Luetta Pulliam	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Hold monthly parent involvement meetings. Action Type: Parental Engagement	Luetta Pulliam	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Create and provide a volunteer resource book. Action Type: Parental Engagement	Luetta Pulliam	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Title I funds will be used to purchase materials and supplies for the PTO and events associated with it. Items include light refreshments, transportation, and child care for PTO meetings. Action Type: Parental Engagement Action Type: Program Evaluation	Luetta Pulliam	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	Title I - Materials & Supplies: \$2012.15  ACTION BUDGET: \$2012.15
Identify one certified teacher as the parent facilitator and provide training for that role. Action Type: Parental Engagement	Luetta Pulliam	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Hold three parent/teacher conferences. Action Type: Parental Engagement	Meghan Brown; Irina Cortez; Luetta Pulliam	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Hold one open house for parents and students at the beginning of the school year in order to assist parents in becoming invested in his or her child's learning. Action Type: Parental Engagement	Luetta Pulliam	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Provide a School/Parent/Student Compact that details the responsibilities of all parties involved in the educational process and a plan for building parental capacity for involvement. The Compact will require signatures from parent, students (printed or signed), and school personnel.	Luetta Pulliam	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	ACTION BUDGET: \$

Action Type: Parental Engagement Action Type: Title I Schoolwide				
Provide smooth transition for students from middle school to high school. This is our second year with an 8th grade, so we have a part-time high school advisor who is meeting with each family and setting up students for success in this transition. Action Type: Parental Engagement Action Type: Title I Schoolwide	Meghan Brown	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Identify one parent as the parent coordinator for the Title I program and provide training for that role. Action Type: Title I Schoolwide	Stephen Pyrtle	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	ACTION BUDGET: \$
Provide ongoing professional development to teachers in order to increase parental involvement. Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development	Maisie Wright	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Use Title I funds to provide families and students with school homework and project planners to help parents more easily support the academic achievement of their children. Action Type: Professional Development Action Type: Title I Schoolwide	Maisie Wright	Start: 07/01/2014 End: 06/30/2015		Title I - Materials & \$1200.00 Supplies:  ACTION BUDGET: \$1200
Total Budget:				\$3212.15

Priority 2: All students will improve in the areas of math problem solving and math procedures.

Supporting Data:

- In Mathematics, KIPP BCPS will continue to focus on ensuring that students know both how to do math and how to think about what they are doing. In 2014, 64% of our students across our school were proficient or advanced on ACTAAP or Math EOC. We had 19 8th graders take Geometry (100% were proficient or advanced) and 32 7th and 8th graders take Algebra (97% of which scored Proficient or Advanced). In addition, our students grew on average from the 47th percentile to the 52nd percentile in Mathematics from Fall 2013 to Spring 2014. Although we have been using Saxon Math in the past, we have found that it does not build the foundational skills and conceptual understandings needed for students to do well in math. Therefore, we are switching our methods to Eureka Math that is based on the Common Core standards and using supplemental tools to help ensure our students understand the why behind the math they are doing.
- Mathematics Benchmark Benchmark-4th Grade Mathematics Exam 2014-Number and Percent of Students Scoring Proficient or Advanced: 16 Students: 39% of Combined Students 14 Students: 39% of Economically Disadvantaged Students 6 Students: 32% of Female Students 10 Students: 45% of Male Students 13 Students: 42% of African American Students 2 Students: 100% of Hispanic Students 1 Students: 13% of White Students Students: % of Asian Students Students: % of Two or More Races Benchmark-5th Grade Mathematics Exam 2014-Number and Percent of Students Scoring Proficient or Advanced: 18 Students: 32% of Combined Students 14 Students: 29% of Economically Disadvantaged Students 11 Students: 41% of Female Students 7 Students: 24% of Male Students 13 Students: 30% of African American Students 0 Students: 0% of Hispanic Students 3 Students: 50% of White Students 2 Students: 100% of Asian Students Students: % of Two or More Races Benchmark-6th Grade Mathematics Exam 2014-Number and Percent of Students Scoring Proficient or Advanced: 45 Students: 71% of Combined Students 36 Students: 72% of Economically Disadvantaged Students 23 Students: 74% of Female Students 22 Students: 69% of Male Students 37 Students: 71% of African American Students 1 Students: 50% of Hispanic Students 6 Students: 75% of White Students 1 Students: 100% of Asian Students Students: % of Two or More Races Benchmark-7th Grade Mathematics Exam 2014-Number and Percent of Students Scoring Proficient or Advanced: 32 Students: 68% of Combined Students 27 Students: 71% of Economically Disadvantaged Students 20 Students: 80% of Female Students 12 Students: 55% of Male Students 27 Students: 71% of African American Students 0 Students: 0% of Hispanic Students 2 Students: 50% of White Students 1 Students: 50% of Asian Students 2 Students: 100% of Two or More Races Benchmark-8th Grade Mathematics Exam 2014-Number and Percent of Students Scoring Proficient or Advanced: 35 Students: 71% of Combined Students 25 Students: 68% of Economically Disadvantaged Students 21 Students: 70% of Female Students 14 Students: 74% of Male Students 29 Students: 73% of African American Students 0 Students: 0% of Hispanic Students 2 Students: 50% of White Students 3 Students: 100% of Asian Students 1 Students: 100% of Two or More Races Benchmark-4th Grade Mathematics Exam 2013-Number and Percent of Students Scoring Proficient or Advanced: 34 Students: 67% of Combined Students 27 Students: 61% of Economically Disadvantaged Students 14 Students: 56% of Male Students 20 Students: 77% of Female Students 28 Students: 68% of African American Students 0 Students: 0% of Hispanic Students 4 Students: 57% of White Students 2 Students: 100% of Asian Students Students: % of Two or More Races Benchmark-5th Grade Mathematics Exam 2013-Number and Percent of Students Scoring Proficient or Advanced: 42 Students: 79% of Combined Students 31 Students: 78% of Economically Disadvantaged Students 23 Students: 79% of Male Students 19 Students: 79% of Female Students 33 Students: 77% of African American Students 2 Students: 100% of Hispanic Students 6 Students: 86% of White Students 1 Students: 100% of Asian Students Students: % of Two or More Races Benchmark-6th Grade Mathematics Exam 2013-Number and Percent of Students Scoring Proficient or Advanced: 33 Students: 59% of Combined Students 24 Students: 56% of Economically Disadvantaged Students 15 Students: 60% of Male Students 18 Students: 58% of Female Students 29 Students: 60% of African American Students 0 Students: 0% of Hispanic Students 2 Students: 50% of White Students 2 Students: 100% of Asian Students 0 Students: 0% of Two or More Races Benchmark-7th Grade

- Mathematics Exam 2013-Number and Percent of Students Scoring Proficient or Advanced: 39 Students: 78% of Combined Students 29 Students: 76% of Economically Disadvantaged Students 17 Students: 77% of Male Students 22 Students: 79% of Female Students 33 Students: 83% of African American Students 0 Students: 0% of Hispanic Students 1 Students: 25% of White Students 4 Students: 100% of Asian Students 1 Students: 100% of Two or More Races Algebra End of Course Exam 2013-Number and Percent of Students Scoring Proficient or Advanced: 22 Students: 100% of Combined Students 13 Students: 100% of Economically Disadvantaged Students 7 Students: 100% of Male Students 15 Students: 100% of Female Students 17 Students: 100% of African American Students Students: % of Hispanic Students 1 Students: 100% of White Students 3 Students: 100% of Asian Students 1 Students: 100% of Two or More Races Benchmark-5th Grade Mathematics Exam 2012-Number and Percent of Students Scoring Proficient or Advanced: 33 Students: 67% of Combined Students 24 Students: 65% of Economically Disadvantaged Students 16 Students: 59% of Male Students 17 Students: 77% of Female Students 28 Students: 69% of African American Students 0 Students: 0% of Hispanic Students 2 Students: 67% of White Students 2 Students: 100% of Asian Students 1 Student: 50% of Two or More Races Benchmark-6th Grade Mathematics Exam 2012-Number and Percent of Students Scoring Proficient or Advanced: 49 Students: 82% of Combined Students 40 Students: 80% of Economically Disadvantaged Students 23 Students: 83% of Male Students 26 Students: 81% of Female Students 37 Students: 80% of African American Students 3 Students: 100% of Hispanic Students 2 Students: 50% of White Students 5 Students: 100% of Asian Students Benchmark-5th Grade Mathematics Exam 2011-Number and Percent of Students Scoring Proficient or Advanced: 43 Students: 78% of Combined Students 39 Students: 80% of Economically Disadvantaged Students 18 Students: 72% of Male Students 25 Students: 83% of Female Students 36 Students: 80% of African American Students 1 Student: 50% of Hispanic Students 3 Students: 60% of White Students 3 Students: 100% of Asian Students
3. MAP Mathematics: For each: Combined, Male, Female, African-American, White, Hispanic, and Asian MAP—4th Grade Mathematics (2013-2014) Number of Students Meeting or Exceeding Growth Targets 24 Students: 67% of Combined Population 11 Students: 58% of Male Students 13 Students: 76% of Female Students 16 Students: 59% of African American Students 6 Students: 86% of White Students 2 Student: 100% of Hispanic Students Students: % of Asian Students MAP—5th Grade Mathematics (2013-2014) Number of Students Meeting or Exceeding Growth Targets 35 Students: 70% of Combined Population 18 Students: 72% of Male Students 17 Students: 68% of Female Students 27 Students: 66% of African American Students 3 Students: 75% of White Students 3 Student: 100% of Hispanic Students 2 Students: 100% of Asian Students MAP—6th Grade Mathematics (2013-2014) Number of Students Meeting or Exceeding Growth Targets 40 Students: 71% of Combined Population 21 Students: 72% of Male Students 19 Students: 70% of Female Students 33 Students: 70% of African American Students 5 Students: 83% of White Students 1 Student: 50% of Hispanic Students 1 Students: 100% of Asian Students MAP—7th Grade Mathematics (2013-2014) Number of Students Meeting or Exceeding Growth Targets 34 Students: 74% of Combined Population 14 Students: 67% of Male Students 20 Students: 80% of Female Students 28 Students: 72% of African American Students 3 Students: 75% of White Students 1 Student: 100% of Hispanic Students 2 Students: 100% of Asian Students MAP—8th Grade Mathematics (2013-2014) Number of Students Meeting or Exceeding Growth Targets 29 Students: 60% of Combined Population 15 Students: 83% of Male Students 17 Students: 57% of Female Students 23 Students: 56% of African American Students 2 Students: 67% of White Students 1 Student: 100% of Hispanic Students 3 Students: 100% of Asian Students MAP—4th Grade Mathematics (2012-2013) Number of Students Meeting or Exceeding Growth Targets 39 Students: 87% of Combined Population 16 Students: 80% of Male Students 23 Students: 92% of Female Students 28 Students: 76% of African American Students 3 Students: 75% of White Students 1 Student: 100% of Hispanic Students 4 Students: 100% of Asian Students MAP—5th Grade Mathematics (2012-2013) Number of Students Meeting or Exceeding Growth Targets 47 Students: 92% of Combined Population 25 Students: 89% of Male Students 22 Students: 96% of Female Students 38 Students: 93% of African American Students 6 Students: 86% of White Students 1 Student: 100% of Hispanic Students 2 Students: 100% of Asian Students MAP—6th Grade Mathematics (2012-2013) Number of Students Meeting or Exceeding Growth Targets 35 Students: 69% of Combined Population 14 Students: 61% of Male Students 21 Students: 75% of Female Students 31 Students: 70% of African American Students 1 Students: 25% of White Students 1 Student: 100% of Hispanic Students 2 Students: 100% of Asian Students MAP—7th Grade Mathematics (2012-2013) Number of Students Meeting or Exceeding Growth Targets 36 Students: 78% of Combined Population 18 Students: 100% of Male Students 18 Students: 64% of Female Students 28 Students: 76% of African American Students 3 Students: 75% of White Students 1 Student: 100% of Hispanic Students 4 Students: 100% of Asian Students MAP—5th Grade Mathematics Assessment (2011-2012) Number of Students Meeting or Exceeding Growth Targets 32 Students: 70% of Combined Population 17 Students: 64% of Male Students 15 Students: 76% of Female Students 27 Students: 68% of African American Students 3 Students: 100% of White Students 0 Students: 0% of Hispanic Students 2 Students: 100% of Asian Students MAP—6th Grade Mathematics Assessment (2011-2012) Number of Students Meeting or Exceeding Growth Targets 52 Students: 90% of Combined Population 24 Students: 89% of Male Students 28 Students: 90% of Female Students 42 Students: 91% of African American Students 3 Students: 75% of White Students 2 Students: 67% of Hispanic Students 5 Students: 100% of Asian Students MAP—5th Grade Mathematics Assessment (2010-2011) Number of Students Meeting or Exceeding Growth Targets 43 Students: 79% of Combined Population 17 Students: 68% of Male Students 26 Students: 82% of Female Students 37 Students: 84% of African American Students 3 Students: 75% of White Students 0 Students: 0% of Hispanic Students 3 Students: 100% of Asian Students
  4. EOC Exam Algebra End of Course Exam 2014-Number and Percent of Students Scoring Proficient or Advanced: 32 Students: 97% of Combined Students 26 Students: 96% of Economically Disadvantaged Students 21 Students: 95% of Female Students 11 Students: 100% of Male Students 30 Students: 97% of African American Students Students: % of Hispanic Students Students: % of White Students 2 Students: 100% of Asian Students Students: % of Two or More Races Geometry End of Course Exam 2014-Number and Percent of Students Scoring Proficient or Advanced: 19 Students: 100% of Combined Students 11 Students: 100% of Economically Disadvantaged Students 6 Students: 100% of Male Students 13 Students: 100% of Female Students 15 Students: 100% of African American Students Students: % of Hispanic Students 1 Students: 100% of White Students 2 Students: 100% of Asian Students 1 Students: 100% of Two or More Races Algebra 2013-Number and Percent of Students Scoring Proficient or Advanced: 22 Students: 100% of Combined Students 13 Students: 100% of Economically Disadvantaged Students 7 Students: 100% of Male Students 15 Students: 100% of Female Students 17 Students: 100% of African American

Students 0 Hispanic Students 1 Students: 100% of White Students 3 Students: 100% of Asian Students 1 Students: 100% of Two or More Races

5. Attendance: BCPS averaged 96.1% attendance for the 2013-2014 school year. Female: 96.2% ADA Male: 96% ADA Free Lunch: 95.6% Reduced: 98.1% Paid: 97.2% BCPS averaged 94.6% attendance for the 2012-2013 school year. Female: 94.9% ADA Male: 94.3% ADA Free Lunch: 94% Reduced: 96.1% Paid: 95.5%

Goal All students will demonstrate improvement in the areas of mathematical problem solving and mathematical procedures while responding to open response questions and multiple choice.

Benchmark 4th thru 8th grade students will meet or exceed ESEA Accountability standards.

Benchmark At least 60% of students will meet MAP growth targets in Mathematics.

Intervention: KIPP Blytheville College Preparatory School teachers will employ multiple teaching strategies to teach mathematical problem solving and mathematical procedures.				
Scientific Based Research: Burns, Marilyn. About Teaching Mathematics: A K-8 Resource. Math Solutions Publication. Sausalito, CA, 2007. Pendleton, Audrey, "Achievement Effects of Four Early Elementary School Math Curricula", National Center for Education Evaluation and Regional Assistance; October 2010.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
KIPP Blytheville will conduct quarterly assessments to track students' academic gains in mathematics. Achievement data will be reported quarterly. Title I Funds will be used to purchase and copy testing materials and provide achievement awards such as books, notebooks, shirts to students showing academic gains between tests. Program Evaluation: The School Director, Maisie Wright, met with various constituents throughout the months of July and August to determine goals and priorities for KIPP Blytheville. Last year we put a lot of emphasis on MAP testing, but also did monthly Practice Benchmark tests. However, we still did not meet our targets in Mathematics on the ACTAAP test. This year, we will need to focus more on individual students who need more support through support structures laid out in AIPs and will have to have more rigorous interim assessments that are aligned to Common Core standards. Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation Action Type: Special Education Action Type: Title I Schoolwide	Maisie Wright; Luke VanDeWalle	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	Title I - Materials & Supplies: \$3320.00  ACTION BUDGET: \$3320
Teachers will analyze test data in order to identify students' strengths and areas of need. Classroom teachers will write Academic Improvement Plans (AIP) for all students not scoring proficient or advanced on the 2014 ACTAAP. Program Evaluation: 67% of our students scored Proficient or Advanced in Mathematics. Students in grades 8 outperformed the state. Action Type: AIP/IRI Action Type: Collaboration Action Type: Program Evaluation Action Type: Special Education Action Type: Title I Schoolwide	Marlana Hughes	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Annually review ACSIP to determine effectiveness of the plan and/or the needs to revise/update. Program Evaluation: The ACSIP was reviewed and revised by ASCIP team members. Action Type: Program Evaluation	Scott Shirey; Matt Colburn; Maisie Wright	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	ACTION BUDGET: \$
Teachers will develop and align curriculum to state and common core standards. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Melissa Barton; Taivona Johnson	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
KIPP BCPS will become a member of professional organizations in order to collaborate with other professionals across the country. Action Type: Collaboration Action Type: Professional Development	Melissa Barton	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Title I funds will be used to purchase programs such as ST Math and iXL. This will allow teachers to utilize technology	Johayne Cabey	Start: 07/01/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Computers</li> </ul>	ACTION BUDGET: \$

for more effective mathematics instruction for all students. Action Type: Technology Inclusion		End: 06/30/2015	• Teachers	
Title 1 funds will be used to purchase an additional \$55,259 in technology such as 106 chrome books for students at \$250.00 each; 265 cases at \$20.00; 1 charging cart at \$5K; and 17 teacher Ipads and accompanying apple care for Ipads. These items will be used to support math instruction. Title 1 funds in the amount of \$8K will also be used to purchase 265 Google MGT licenses for these computers (estimated at \$30 each). Action Type: Technology Inclusion Action Type: Title I Schoolwide	Irina Cortez	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Computers	Title I - Materials & \$55259.00 Supplies:  ACTION BUDGET: \$55259
NSLA funds will be used to culminate framework-specific content with experience-based field trips that are tied to a particular standards and provide our students (who are located in a poor and rural area) with the opportunity to experience content learned in the classroom. Action Type: Collaboration Action Type: Equity	Maisie Wright	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Teachers	NSLA (State-281) \$250.00 - Materials & Supplies: NSLA (State-281) \$2000.00 - Purchased Services:  ACTION BUDGET: \$2250
NSLA funds will be used to culminate framework-specific content with experience-based week-long intensive interventions that are tied to a particular standard and provide our students (who are located in a poor and rural area) with the opportunity to experience content learned in the classroom. Action Type: Collaboration Action Type: Equity	Maisie Wright	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Teachers	NSLA (State-281) \$6000.00 - Purchased Services: NSLA (State-281) \$1000.00 - Materials & Supplies:  ACTION BUDGET: \$7000
Title 1 funds will be used to purchase a computer-based supplemental student math program, like ST Math. Total cost is estimated to be around \$11K (\$39 per student for 275 students). Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Technology Inclusion Action Type: Title I Schoolwide	Maisie Wright	Start: 07/01/2014 End: 06/30/2015	• Computers	Title I - Purchased \$11000.00 Services:  ACTION BUDGET: \$11000
Total Budget:				\$78829

Intervention: KIPP Blytheville College Preparatory School will provide ongoing professional development to increase teacher competency in mathematics instruction.

Scientific Based Research: Kilion, Joellen. "What Works in the Elementary School Results Based Staff Development." National Staff Development Council, 2002.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Provide professional development for teachers to use newly purchased materials. Action Type: Professional Development	Maisie Wright	Start: 07/01/2014 End: 06/30/2015	• Teachers	ACTION BUDGET: \$
Purchase trade magazines and additional professional texts, as well as on-line subscriptions for the school to support teachers' development in mathematics instruction. Action Type: Collaboration Action Type: Professional Development	Melissa Barton	Start: 07/01/2014 End: 06/30/2015	• Teachers	ACTION BUDGET: \$
Send approximately 2 first or second year Teach for America teachers to quarterly weekend professional development workshops sponsored by TFA in order to support development in math instruction. Teachers will summarize the content of the workshops to share information with other teachers and to evaluate the workshops. Program Evaluation: Our teachers attended workshops where they gathered new ideas about teaching math and brought them	Jon Hofmann	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Outside Consultants • Teachers	Title I - Purchased \$7000.00 Services:  ACTION BUDGET: \$7000

back to share with the teachers. This not only brought new ideas to our school, but it also encouraged collaboration between teachers. These conferences were added by the KIPP region and other organizations. Teachers also were able to collaborate with teachers at other schools. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation				
Title 1 funds will be used to send approximately 11 teachers and teacher aids to a week long summer training that will provide instruction on best practices in mathematics for middle school education. Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Title I Schoolwide	Maisie Wright	Start: 07/01/2014 End: 06/30/2015	• Teachers	Title I - Purchased Services: \$5205.00  ACTION BUDGET: \$5205
State PD funds will be used to provide ongoing coaching to Taivona Johnson in order to increase effectiveness of math instruction. Action Type: Professional Development	Maisie Wright	Start: 07/01/2014 End: 06/30/2015		PD (State-223) - Purchased Services: \$382.50  ACTION BUDGET: \$382.5
State PD Funds will be used to send a teacher (Emily Ellis) to an NAE (National Arts Educators) conference. The NAE conference provides professional development to improve visual arts instruction in the classroom. Action Type: Alignment Action Type: Professional Development	Maisie Wright	Start: 07/01/2014 End: 06/30/2015		PD (State-223) - Purchased Services: \$1478.00  ACTION BUDGET: \$1478
State PD funds will be used to send 3 teachers (Erika Hubbard, Allison Hampton, Roger Michael) to a NSTA (National Science Teachers Association) conference. This conference consists of training on the latest science content, teaching strategies, and research to help teachers increase the rigor of science instruction in the classroom. Action Type: Professional Development	Maisie Wright	Start: 07/01/2014 End: 06/30/2015		PD (State-223) - Purchased Services: \$2040.00  ACTION BUDGET: \$2040
State PD Funds will be used to send 2 Teachers (Allison Hampton and Erika Hubbard) to an Arkansas AIMS (Advanced Initiative for Math and Science, Inc.) conference. Arkansas AIMS will provide professional development to strengthen the teaching of AP courses in math, science, and English. Along with strengthening teaching of AP courses, Arkansas AIMS will also help teachers to build enrollment and increase the number of students taking AP exams.	Maisie Wright	Start: 07/01/2014 End: 06/30/2015		PD (State-223) - Purchased Services: \$824.07  ACTION BUDGET: \$824.07
Total Budget:				\$16929.57

Intervention: KIPP Blytheville College Preparatory School will increase parental involvement to support student learning.

Scientific Based Research: Parental Involvement. National PTA, National Standards for Parent/Family Involvement Programs, May 1993. Achievement Now! How to Assure No Child is Left Behind, Dr. D.J., 2003.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Regular progress reports will be sent home in order to provide assistance to parents and family members in understanding content and how to monitor child's progress. Follow -up phone calls and conferences will be held with students not mastering the academic standards. Action Type: Parental Engagement	Meghan Brown	Start: 07/01/2014 End: 06/30/2015	• Teachers	ACTION BUDGET: \$
Provide materials and training to help parents work with their children to improve academic achievement. Action Type: Parental Engagement	Johayne Carty-Cabey	Start: 07/01/2014 End: 06/30/2015	• Teachers	ACTION BUDGET: \$
Train teachers on the importance of and ways to communicate and value the contributions of parents and families. Action Type: Parental Engagement	Luetta Pulliam; Stephen Pirtle; Nicole Terry	Start: 07/01/2014 End: 06/30/2015	• Teachers	ACTION BUDGET: \$

Parental communication will be sent home as often as needed with students' homework and in their agendas. All communication will be sent in the primary language spoken in the child's home. Action Type: Parental Engagement	Luetta Pulliam	Start: 07/01/2014 End: 06/30/2015	• Teachers	ACTION BUDGET: \$
Solicit parental involvement activity ideas from parents and families through the PTA/PTO. Action Type: Parental Engagement	Luetta Pulliam, Stephen Pirtle, Nicole Terry	Start: 07/01/2014 End: 06/30/2015	• Teachers	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: KIPP Blytheville College Preparatory School will increase staff size to provide additional small group math instruction to students needing remediation.

Scientific Based Research: Bohrnstedt, G. W., & Stecher, B. M. (Eds.) (2002). "What We Have Learned about Class Size Reduction in California." CapstoneReport. Sacramento, CA: California Department of Education.

Actions	Person Responsible	Timeline	Resources	Source of Funds
NSLA funds will be used to provide supplemental math instruction through an after school program from 4:30-6:00 p.m. This program will be designed to reduce the achievement gap between our sub-populations. Costs include 17% of annual teacher salaries plus benefits (approximately 9). Participating teachers include: Pulliam, Luetta; Barton, Melissa; Johnson, Taivona; Perrin, Matt; Yadali, Aneesa; Hampton, Allison; Hubbard, Erika; Myers, Damien and Michael, Rodger. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Special Education	Maisie Wright	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>Teachers</li> </ul>	NSLA (State-281) - Employee \$16229.43 Benefits: NSLA (State-281) - Employee \$54376.67 Salaries: <hr/> ACTION BUDGET: \$70606.1
Title I funds will be used to provide four days of supplementary professional development in literacy instruction to staff and to provide a mandatory two-week summer program focused on literacy and math for students in 2014. The program is designed to reduce the achievement gap between sub-populations. Costs for 2014 are estimated to be 6.0% of annual teacher salaries and benefits (approximately 9 FTEs): Barton, Melissa; Ellis, Emily; Hampton, Allison; Hubbard, Erika; James-Harris, Lydia; Johnson, Taivona; Michael, Rodger; Perrin, Matt; and Pulliam, Luetta. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Title I Schoolwide	Maisie Wright	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>District Staff</li> <li>Teachers</li> </ul>	Title I - Employee \$20492.44 Salaries: Title I - Employee \$3705.66 Benefits: <hr/> ACTION BUDGET: \$24198.1
Use NSLA funds to employ two Mathematics instructional facilitators. Costs include salaries and benefits for the following individuals: Johayne Carty-Cabey, salary-\$27,500 and benefits-\$8,234(only employed 8 months) and Marlana Hughes, salary- \$47,802 and benefits-\$13,997. Action Type: Alignment Action Type: Collaboration Action Type: Equity	Marlana Hughes	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	NSLA (State-281) - Employee \$22230.88 Benefits: NSLA (State-281) - Employee \$75302.00 Salaries: <hr/> ACTION BUDGET: \$97532.88
Title I funds will be used to provide ten days of supplementary professional development in literacy instruction to staff and to provide a mandatory two-week summer program focused on literacy and math for students in July and August of 2015. The program is designed to reduce the achievement gap between sub-populations. Costs for 2015 are estimated to be 9.0% of annual teacher salaries and benefits (approximately 9 FTEs): Barton, Melissa; Ellis, Emily; Hampton, Allison; Hubbard, Erika; James-Harris, Lydia; Johnson, Taivona; Michael, Rodger; Perrin, Matt; and Pulliam, Luetta. Action Type: AIP/IRI	Maisie Wright	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$

Action Type: Collaboration				
Action Type: Equity				
Action Type: Special Education				
Action Type: Title I Schoolwide				
Total Budget:				\$192337.08
Intervention: Implement a school culture that encourages and enforces a drug-free, violent-free, bully-free, and overall safe and positive school climate.				
Scientific Based Research: Elbot, Charles F. and David Vance Fulton. "Building and Intentional School Culture: Excellence in Academics and Character". Corwin Press, 2007.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
KIPP Blytheville teachers will attend workshops sponsored by KIPP Foundation, other organizations, and visit other KIPP schools to research their approach to creating a safe and drug free school. Our staff will research different approaches to reducing suspension and expulsion. Furthermore, we will explore both management and technological solutions to mitigating risks from external and internal threats. Action Type: Professional Development Action Type: Program Evaluation	Anna Millham	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
The school will host a Parent Pride night, where parents can celebrate the positive choices students have made throughout the year. Action Type: Parental Engagement	Luetta Pulliam; Stephen Pirtle; Nicole Terry	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

Priority 3: KIPP Blytheville will implement programs to improve the health and wellness of students.

- Supporting Data:
- Looking at the BMI classifications for the 2013-2014 school year, just about half of our students were healthy or underweight. In general, there were more females that fell into this category than males. 6th grade females had the highest percentage of students who were healthy or underweight (70%), while only 37% of the males in that grade were healthy or underweight. In both 4th and 8th grade, there were more boys who fell into the healthy or underweight category than females. Looking at the BMI classifications for the 2012-2013 school year, only slightly more than half of our students were healthy or underweight. In general, there were more males who fell into this category than females. Looking at the BMI classifications for the 2011-2012 school year, less than half of our students were healthy or underweight. In general, there were more females who fell into this category than males. Looking at the BMI classifications for the 2010-2011 school year, only slightly more than half of our students were healthy or underweight. In general, there were more males who fell into this category than females. It is crucial that we expand our fitness program and encourage health and nutrition for all of our students.
  - In the 2013-2014 school year, BMI classifications were taken at grades 4, 6, and 8 at KIPP Blytheville. Here is the percent of students who were healthy or underweight by gender: Males: 45.5% Females: 55.3% In the 2012-2013 school year, BMI classifications were taken at grades 4 and 6 at KIPP Blytheville. Here is the percent of students who were healthy or underweight by gender: Males: 58.3% Females: 45.5% In the 2011-2012 school year, BMI classifications were taken at grade 6 at KIPP Blytheville. Here is the percent of students who were healthy or underweight by gender: Males: 46.2% Females: 51.9% In the 2010-2011 school year, BMI classifications were taken at grades K, 2, 6, 8, and 10 in the KIPP Delta Public Schools district. Here is the percent of students who were healthy or underweight by gender: Males in K: 63.6%; Females in K: 70.8% Males in 2: 41.7%; Females in 2: 33.3% Males in 6: 58.8%; Females in 6: 42.1% Males in 8: 68.8%; Females in 8: 52.6% Males in 10: 70.6%; Females in 10: 60.7%
  - Attendance: BCPS averaged 96.1% attendance for the 2013-2014 school year. Female: 96.2% ADA Male: 96% ADA Free Lunch: 95.6% Reduced: 98.1% Paid: 97.2% BCPS averaged 94.6% attendance for the 2012-2013 school year.

Goal All students will practice healthy eating behaviors and participate in a healthy amount of physical activity, including organized exercise and sports teams or clubs.

Benchmark There will be a decrease in the average Body Mass Index for students.

Benchmark Students will participate in regular physical activity at school.

Benchmark At least 60% of our students will participate in a sports club organized by the school or another organization.

Benchmark Students will see improvement in their Presidential Fitness Scores.

Intervention: KIPP Blytheville College Preparatory School will establish programs and activities that promote physical activity.				
Scientific Based Research: Guidelines for School Health Programs to Promote Lifelong Healthy Eating (June 14, 1996/Vol. 45/No. RR-9); Guidelines for School Health Programs to Promote Lifelong Physical Activity (March 7, 1997/Vol. 46/No. RR-6).				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Implement physical education curricula and instruction that emphasize enjoyable participation in physical activity that help students develop the knowledge, attitudes, motor skills, behavioral skills, and confidence needed to adopt and maintain a physical	Paula DeBose	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$



lifestyle. Action Type: Wellness				
Track students' physical fitness using the President Fitness Challenge. Program Evaluation: The physical education teachers met and determined that students need to continue to have more rigorous physical education in order to make improvement on their fitness levels. Action Type: Program Evaluation Action Type: Wellness	Paula DeBose	Start: 07/01/2014 End: 06/30/2015	• Teachers	ACTION BUDGET: \$
Establish policies that promote enjoyable, lifelong physical activity among students. Action Type: Wellness	Paula DeBose	Start: 07/01/2014 End: 06/30/2015	• Teachers	ACTION BUDGET: \$
Regularly evaluate school physical activity instruction, programs, and resources. Program Evaluation: 100% of students participated in physical activities daily. Action Type: Program Evaluation Action Type: Wellness	Paula DeBose	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Teachers	ACTION BUDGET: \$
BCPS will make and encourage connections with community sports clubs. Identify local sports clubs in which our students are able to participate. Action Type: Wellness	Paula DeBose	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Provide co-curricular physical activity programs that meet the needs and interests of all students. Action Type: Wellness	Paula DeBose	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Total Budget:				\$0

Intervention: KIPP Blytheville College Preparatory School will establish programs and activities that promote healthy eating.				
Scientific Based Research: Journal of the American Dietetic Association, 103(7): 887-93. 2003.NAL Call Number: 389.8 Am34 Position of the American Dietetic Association: Child and adolescent food and nutrition programs. J. Stang, C.T. Bayerl. Food and Nutrition Information Center's (FNIC) web site at <a href="http://www.nal.usda.gov/fnic/pubs_and_db.html">http://www.nal.usda.gov/fnic/pubs_and_db.html</a> . Clinical Pediatrics, 40(2): 63- 70. 2001. NAL Call Number: RJ1-C55, Behavioral and cognitive status in school-aged children with a history of failure to thrive during early childhood. R.A. Dykman, et al.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Adopt a coordinated school nutrition policy that promotes healthy eating through classroom lessons and a supportive school environment. School wide BMI average will be used to evaluate school's policies. Program Evaluation: The vast majority of students fall in a normal BMI range. Action Type: Program Evaluation Action Type: Wellness	Lisa Coleman	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Central Office	ACTION BUDGET: \$
Implement nutrition education as part of a sequential, comprehensive school health education curriculum designed to help students adopt healthy eating habits. Action Type: Wellness	Paula DeBose	Start: 07/01/2014 End: 06/30/2015	• Teachers	ACTION BUDGET: \$
Coordinate school food service with nutrition education and other components of the comprehensive school health program to reinforce messages on healthy eating. Action Type: Wellness	Lisa Coleman	Start: 07/01/2014 End: 06/30/2015	• Central Office	ACTION BUDGET: \$
Total Budget:				\$0

Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Angela Conway	Teacher	Literacy
Classroom Teacher	Casey DeFord	Literacy Teacher	Literacy
Classroom Teacher	Johayne Carty-Cabey	Mathematics Teacher	Mathematics
Classroom Teacher	Jon Hofmann	Literacy Teacher	Literacy
Classroom Teacher	Luetta Pulliam	Special Education	Literacy/Mathematics/Parental Involvement
Classroom Teacher	Marlana Hughes	Mathematics Teacher	Mathematics
Classroom Teacher	Melissa Barton	Mathematics Teacher	Mathematics
Classroom Teacher	Paula DeBose	PE Teacher	Wellness
Classroom Teacher	Sarah Yadali	Math Intervention	Mathematics
Classroom Teacher	Taivona Johnson	Mathematics Teacher	Mathematics

Classroom Teacher	Veretta Jones	Reading Teacher	Literacy
Community Representative	Lisa John		Parental Involvement
Community Representative	Randy Henderson		Parental Involvement
District-Level Professional	Jamie Van De Walle	Human Resources Director	
District-Level Professional	Luke VanDeWalle	Chief Academic Officer	Literacy/Mathematics
District-Level Professional	Matt Colburn	Chief Operating Officer	ACSIP Steering/Title 1
District-Level Professional	Scott Shirey	Executive Director	ACSIP Steering/Title 1
Non-Classroom Professional Staff	Anna Millham	Director of Operations	Parental Involvement/Wellness
Non-Classroom Professional Staff	Carolyn Herbert	Nurse	Wellness
Non-Classroom Professional Staff	Helen Hull	Nurse	Wellness
Non-Classroom Professional Staff	Lakeda Ward	Assistant Principal	Mathematics/Literacy
Non-Classroom Professional Staff	Lisa Coleman	Food Service	Wellness
Non-Classroom Professional Staff	Meghan Brown	High School Transition Advisor	Mathematics/Literacy
Parent	Diamond Watson	Student	ACSIP Steering/Title 1
Parent	Nicole Terry	PTO Vice President	Parental Involvement
Parent	Stephen Pyrtle	PTO President	Parental Involvement
Principal	Maisie Wright	Principal	ACSIP Leader/Title 1

**KIPP Blytheville Collegiate High**

**Arkansas Comprehensive School Improvement Plan**

**2014-2015**

The mission of KIPP Blytheville Collegiate High School is to empower our students to develop the essential knowledge, skills, and character traits to pursue a college education and a life of value, joy, and integrity.

Grade Span: 9-12

Title I: Title I Targeted Assistance

School Improvement:

**Table of Contents**

**Priority 1: Literacy**

**Goal:** All students will demonstrate improvement in reading in areas of comprehension, analysis of complex texts, and vocabulary.

**Priority 2: Wellness**

**Goal:** All students will practice healthy eating behaviors and participate in a healthy amount of physical activity, including organized exercise and sports teams or clubs.

**Priority 3: Mathematics**

**Goal:** Students will demonstrate improvement in the areas of mathematical problem solving and mathematical procedures while responding to open response questions and multiple choice.

Priority 1: All students will demonstrate improvement in reading in the areas of reading comprehension, analysis of complex texts, language mechanics, vocabulary, and analytical writing.

- Supporting Data:
- In 2014, 73% of our students across the school scored Proficient or Advanced on the ACTAAP exam. In addition, our students moved from the 34th percentile to the 41st percentile in Reading on the MAP test and from the 51st percentile to the 56th percentile in Language. We need to have a heavy emphasis on independent reading and instruction with rigorous texts in order to move students to a college-ready level (75th percentile).
  - Benchmark-8th Grade Literacy Exam (Spring 2014)-Number and Percent of Students Scoring Proficient or Advanced: 25 Students: 53% of Combined Students 33 Students: 89% of Economically Disadvantaged Students 29 Students: 97% of Male Students 16 Students: 84% of Female Students 37 Students: 93% of African American Students 1 Students: 100% of Hispanic Students 3 Students: 75% of White Students 3 Students: 100% of Asian Students 1 Students: 100% of Two or More Races
  - MAP—8th Grade Reading (2013-2014) Number of Students Meeting or Exceeding Growth Targets 31 Students: 66% of Combined Population 8 Students: 44% of Male Students 23 Students: 79% of Female Students 26 Students: 65% of African American Students 3 Students: 100% of White Students 0 Student: 0% of Hispanic Students 2 Students: 67% of Asian Students
  - Attendance: BCPS averaged 96.1% attendance for the 2013-2014 school year. Female: 96.2% ADA Male: 96% ADA Free Lunch: 95.6% Reduced: 98.1% Paid: 97.2%
  - MAP—8th Grade Language (2013-2014) Number of Students Meeting or Exceeding Growth Targets 20 Students: 44% of Combined Population 15 Students: 83% of Male Students 16 Students: 53% of Female Students 27 Students: 66% of African American Students 1 Students: 33% of White Students 1 Student: 100% of Hispanic Students 2 Students: 67% of Asian Students

Goal All students will demonstrate improvement in reading in areas of comprehension, analysis of complex texts, and vocabulary.

Benchmark At least 50% of KIPP Blytheville Collegiate 9th graders will make college-ready growth on the MAP test.

Benchmark By the fall of 12th grade, KIPP Blytheville Collegiate students will score on average at or above 21 on the ACT English and Reading exams.

Benchmark At least 80% of students will score proficient or advanced on the PARCC test.

Intervention: KIPP Blytheville Collegiate will employ multiple teaching strategies to teach comprehension, analysis, and vocabulary.

Scientific Based Research:

Actions	Person Responsible	Timeline	Resources	Source of Funds
KIPP Blytheville Collegiate will conduct quarterly interim assessments to track students' academic gains in literacy. Achievement data will be reported quarterly. Title I Funds will be used to purchase testing materials and provide achievement awards such as books, notebooks, and shirts to students showing academic gains between tests. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation Action Type: Special Education Action Type: Title I Target Assistance	Meghan Brown	Start: 07/01/2014 End: 06/30/2015		Title I - Materials & Supplies: \$1200.00  ACTION BUDGET: \$1200

Use Title I funds to purchase Achieve 3000 software, Guided Reading Libraries, Lexia, library books, and class novels to enhance lessons based on EPAS and Common Core standards. Action Type: Special Education Action Type: Technology Inclusion Action Type: Title I Target Assistance	Veretta Jones	Start: 07/01/2014 End: 06/30/2015		Title I - Materials & Supplies: \$10000.12  ACTION BUDGET: \$10000.12
NSLA funds will be used to provide supplemental literacy instruction through an after school program from 4:30-6:00 p.m. Costs include 17% of annual teacher salaries plus benefits (2 full-time and 2 part-time teachers). This program will be designed to reduce the gap between our subpopulations. Staff include: Chris Hammond, John Holmes, Veretta Jones, and Luetta Pulliam. Action Type: Equity Action Type: Special Education	John Holmes	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>Teachers</li> </ul>	NSLA (State-281) - Employee Benefits: \$6435.69 NSLA (State-281) - Employee Salaries: \$22020.58  ACTION BUDGET: \$28456.27
<b>Total Budget:</b>				<b>\$39656.39</b>

Intervention: KIPP Blytheville Collegiate will provide additional small group literacy instruction to students needing remediation.

Scientific Based Research:

Actions	Person Responsible	Timeline	Resources	Source of Funds
KIPP Blytheville Collegiate will use Title 1 funds to provide three intensive literacy and math courses to students five days a week for the entire school year. Instruction will be differentiated. Only students who have not met the 75th percentile on their MAP test will be enrolled in this course. Three teachers are estimated to spend 11% of their time each day of the regular school year teaching this course. (John Holmes, Aaron Lessor, and Luetta Pulliam) Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Special Education Action Type: Title I Target Assistance	John Holmes	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>Teachers</li> </ul>	Title I - Employee Salaries: \$13116.13 Title I - Employee Benefits: \$3842.84  ACTION BUDGET: \$16958.97
<b>Total Budget:</b>				<b>\$16958.97</b>

Intervention: KIPP Blytheville Collegiate will provide ongoing professional development to increase teacher competency in literacy instruction.

Scientific Based Research:

Actions	Person Responsible	Timeline	Resources	Source of Funds
KIPP Blytheville Collegiate will use Title 1 funds to send one teacher and the principal to a Literacy for Everyone course on "close reading". This professional development will increase the high school's ability to reach students who are struggling with literacy and promote the principal's ability to provide immediate feedback to teachers. (John Holmes and Damion Myers) Action Type: Professional Development Action Type: Title I Target Assistance	John Holmes	Start: 07/01/2014 End: 06/30/2014		Title I - Purchased Services: \$1100.00  ACTION BUDGET: \$1100
KIPP Blytheville Collegiate will use Title 1 funds to send three teachers to a three day summer training that provides intensive literacy and math instruction.(John Holmes, Damion Myers, and Jordan Body) Action Type: Professional Development Action Type: Title I Target Assistance	John Holmes	Start: 07/01/2014 End: 06/30/2014		Title I - Purchased Services: \$1100.00  ACTION BUDGET: \$1100
NSLA funds will be used to provide four days of supplementary professional development in literacy instruction to staff and to provide a mandatory two-week summer program focused on literacy and math for students in 2014. In 2015, the summer program for students is estimated to last two weeks and offer teachers two weeks of professional development. Costs for 2014 are estimated to be 6.0% of annual teacher salaries and	Maisie Wright	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	NSLA (State-281) - Employee Benefits: \$2878.02 NSLA (State-281) - Employee Salaries: \$9609.35

benefits (approximately 7 FTEs): DeBose, Paula; Hammond, Chris; Holmes, John; James-Harris, Lydia; Pulliam, Luetta; Jones, Veretta; and Tomasello, Jonathan. Action Type: AIP/IRI Action Type: Alignment Action Type: Equity				ACTION BUDGET: \$12487.37
Title 1 funds will be used to send one literacy teacher to an advanced placement training for the purposes of ensuring that the curriculum taught at Blytheville Collegiate remains rigorous and is sufficient to prepare 9th graders, who may be struggling, to succeed throughout high school. Cost includes travel and room and board. (John Holmes) Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Special Education Action Type: Title I Target Assistance	Maisie Wright	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	Title I - Purchased Services: \$500.00  ACTION BUDGET: \$500
KIPP Blytheville Collegiate will seek to appropriately disburse and coordinate federal and state funds through monthly meetings and consultations with the district's Director of Finance.	Maisie Wright; Charity Hallman	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>District Staff</li> </ul>	ACTION BUDGET: \$
Blytheville Collegiate will use Title 1 funds to help support two part-time instructional facilitators for literacy, Betty Sanders and Wyvonne Sisk. Both facilitators work across several schools. Mrs. Sanders spends approximately 2% of her time working at Blytheville Collegiate and all of that time is spent coaching (salary \$601.71 & benefits \$203.23). Mrs. Sisk spends approximately 2% of her time working at Blytheville Collegiate and all of that time is spent coaching (salary - \$211.91 & benefits 118.84) Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation	Maisie Wright	Start: 07/01/2014 End: 06/30/2015		Title I - Employee Salaries: \$813.62 Title I - Employee Benefits: \$322.07  ACTION BUDGET: \$1135.69
KIPP Blytheville Collegiate will use Title 1 funds to provide teachers with on-going professional development through one-on-one coaching. Cost will include travel and lodging. Action Type: Collaboration Action Type: Professional Development	Maisie Wright	Start: 07/01/2015 End: 06/30/2015	<ul style="list-style-type: none"> <li>Central Office</li> </ul>	Title I - Purchased Services: \$1100.00  ACTION BUDGET: \$1100
Total Budget:				\$17423.06

Intervention: KIPP Blytheville Collegiate will increase parental involvement to support student learning.

Scientific Based Research:

Actions	Person Responsible	Timeline	Resources	Source of Funds
Provide informational packets for families. Action Type: Parental Engagement	Luetta Pulliam	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Community Leaders</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Hold monthly parent involvement meetings. Action Type: Parental Engagement	Luetta Pulliam	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Community Leaders</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Create and provide a volunteer resource book. Action Type: Parental Engagement	Luetta Pulliam	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Title I funds will be used to purchase materials and supplies for the PTO and events associated with it. Items include light refreshments, transportation, and child care	Luetta Pulliam	Start: 07/01/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	Title I - Materials & Supplies: \$1500.00

for PTO meetings. Action Type: Parental Engagement Action Type: Title I Target Assistance		End: 06/30/2015	• Teachers	ACTION BUDGET: \$1500
Identify one certified teacher as the parent facilitator and provide training for that role. Action Type: Parental Engagement	Luetta Pulliam	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff	ACTION BUDGET: \$
Hold three parent/teacher conferences. Action Type: Parental Engagement	Luetta Pulliam	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Teachers	ACTION BUDGET: \$
Hold one open house for parents and students at the beginning of the school year in order to assist parents in becoming invested in his or her child's learning.	Luetta Pulliam	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Teachers	ACTION BUDGET: \$
Provide a School/Parent/Student Compact that details the responsibilities of all parties involved in the educational process and a plan for building parental capacity for involvement. The Compact will require signatures from parent, students (printed or signed), and school personnel. Action Type: Parental Engagement	Luetta Pulliam	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Teachers	ACTION BUDGET: \$
Provide smooth transition for targeted assistance students from middle school to high school. This is our second year with an 8th grade, so we have a part-time high school advisor who is meeting with each family and setting up students for success in this transition. Action Type: Parental Engagement Action Type: Title I Target Assistance	Meghan Brown	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Community Leaders • Teachers	ACTION BUDGET: \$
Identify one parent as the parent coordinator for the Title I program and provide training for that role. Action Type: Parental Engagement	Stephen Pyrtle; Luetta Pulliam	Start: 07/01/2014 End: 06/30/2015	• Teachers	ACTION BUDGET: \$
Provide ongoing professional development to teachers in order to increase parental involvement. Action Type: Parental Engagement Action Type: Professional Development	Luetta Pulliam	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Community Leaders • Teachers	ACTION BUDGET: \$
<b>Total Budget:</b>				<b>\$1500</b>

Priority 2: KIPP Blytheville will implement programs to improve the health and wellness of students.

Supporting Data:

- Looking at the BMI classifications for the 2013-2014 school year, just about half of our students at BCPS (our feeder school) were healthy or underweight. In 8th grade, about 45.5% of our males were healthy or underweight and about 37.9% of our females were healthy or underweight.
- Attendance (from BCPS, our feeder school): BCPS averaged 96.1% attendance for the 2013-2014 school year. Female: 96.2% ADA Male: 96% ADA Free Lunch: 95.6% Reduced: 98.1% Paid: 97.2%

Goal All students will practice healthy eating behaviors and participate in a healthy amount of physical activity, including organized exercise and sports teams or clubs.

Benchmark There will be a decrease in the average Body Mass Index for targeted-assisted students.

Benchmark Targeted-assisted students will participate in regular physical activity at school.

Benchmark At least 60% of our targeted-assisted students will participate in a sports club organized by the school or another organization.

Benchmark Targeted-Assisted students will see improvement in their Presidential Fitness Scores.

Intervention: KIPP Blytheville College Preparatory School will establish programs and activities that promote physical activity.				
Scientific Based Research: Guidelines for School Health Programs to Promote Lifelong Healthy Eating (June 14, 1996/Vol. 45/No. RR-9); Guidelines for School Health Programs to Promote Lifelong Physical Activity (March 7, 1997/Vol. 46/No. RR-6).				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Provide co-curricular physical activity programs that meet the needs and interests of all students. Action Type: Wellness	Paula DeBose	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
	Paula DeBose			

Implement physical education curricula and instruction that emphasize enjoyable participation in physical activity that help students develop the knowledge, attitudes, motor skills, behavioral skills, and confidence needed to adopt and maintain a physical lifestyle. Action Type: Wellness		Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Track students' physical fitness using the President Fitness Challenge. Program Evaluation: The physical education teachers met and determined that students need to continue to have more rigorous physical education in order to make improvement on their fitness levels. Action Type: Program Evaluation Action Type: Wellness	Paula DeBose	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Establish policies that promote enjoyable, lifelong physical activity among students. Action Type: Wellness	Anna Millham	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Regularly evaluate school physical activity instruction, programs, and resources. Action Type: Program Evaluation Action Type: Wellness	Maisie Wright	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Total Budget:				\$0

Intervention: KIPP Blytheville College Preparatory School will establish programs and activities that promote healthy eating.				
Scientific Based Research: Journal of the American Dietetic Association, 103(7): 887-93. 2003.NAL Call Number: 389.8 Am34 Position of the American Dietetic Association: Child and adolescent food and nutrition programs. J. Stang, C.T. Bayerl. Food and Nutrition Information Center's (FNIC) web site at <a href="http://www.nal.usda.gov/fnic/pubs_and_db.html">http://www.nal.usda.gov/fnic/pubs_and_db.html</a> . Clinical Pediatrics, 40(2): 63- 70. 2001. NAL Call Number: RJ1-C55, Behavioral and cognitive status in school-aged children with a history of failure to thrive during early childhood. R.A. Dykman, et al.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Coordinate school food service with nutrition education and other components of the comprehensive school health program to reinforce messages on healthy eating. Action Type: Wellness	Lisa Coleman	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Adopt a coordinated school nutrition policy that promotes healthy eating through classroom lessons and a supportive school environment. School wide BMI average will be used to evaluate school's policies. Action Type: Program Evaluation Action Type: Wellness	Anna Millham, Lisa Coleman, Matt Colburn	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Implement nutrition education as part of a sequential, comprehensive school health education curriculum designed to help students adopt healthy eating habits. Action Type: Wellness	Paula DeBose	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Total Budget:				\$0

Priority 3: All students will improve in the areas of math problem solving and math procedures.

1. In 2014, 64% of our students across our school were proficient or advanced on ACTAAP or Math EOC. We had 19 8th graders take Geometry (100% were proficient or advanced) and 32 7th and 8th graders take Algebra (97% of which scored Proficient or Advanced. In addition, our students grew on average from the 47th percentile to the 52nd percentile in Mathematics from Fall 2013 to Spring 2014.
2. Benchmark-8th Grade Mathematics Exam 2014-Number and Percent of Students Scoring Proficient or Advanced: 35 Students: 71% of Combined Students 25 Students: 68% of Economically Disadvantaged Students 21 Students: 70% of Female Students 14 Students: 74% of Male Students 29 Students: 73% of African American Students 0 Students: 0% of Hispanic Students 2 Students: 50% of White Students 3 Students: 100% of Asian Students 1 Students: 100% of Two or More Races Algebra End of Course Exam 2014-Number and Percent of Students Scoring Proficient or Advanced: 32 Students: 97% of Combined Students 26 Students: 96% of Economically Disadvantaged Students 21 Students: 95% of Female Students 11 Students: 100% of Male Students 30 Students: 97% of African American Students Students: % of Hispanic Students Students: % of White Students 2 Students: 100% of Asian Students Students: % of Two or More Races Geometry End of Course Exam 2014-Number and Percent of Students Scoring Proficient or Advanced: 19 Students: 100% of Combined Students 11 Students: 100% of Economically Disadvantaged Students 6 Students: 100% of Male Students 13 Students: 100% of Female Students 15 Students: 100% of African American Students Students: % of Hispanic Students 1 Students: 100% of White Students 2 Students: 100% of Asian Students 1 Students: 100% of Two or More Races
3. MAP—8th Grade Mathematics (2013-2014) Number of Students Meeting or Exceeding Growth Targets 29 Students: 60% of Combined Population 15 Students: 83% of Male Students 17 Students: 57% of Female Students 23 Students: 56% of African American Students 2 Students: 67% of White Students 1 Student: 100% of Hispanic Students 3 Students: 100% of Asian Students
4. Attendance: BCPS averaged 96.1% attendance for the 2013-2014 school year. Female: 96.2% ADA Male: 96% ADA Free Lunch: 95.6% Reduced: 98.1% Paid: 97.2%

Supporting Data:

Goal

Students will demonstrate improvement in the areas of mathematical problem solving and mathematical procedures while responding to open response questions and multiple choice.

Benchmark 9th grade students will meet or exceed ESEA Accountability standards.

Benchmark At least 60% of students will meet Explore growth targets in Mathematics.

Intervention: KIPP Blytheville Collegiate teachers will employ multiple teaching strategies to teach mathematical problem solving and mathematical procedures to targeted students.				
Scientific Based Research: Burns, Marilyn. About Teaching Mathematics: A K-8 Resource. Math Solutions Publication. Sausalito, CA, 2007. Pendleton, Audrey, "Achievement Effects of Four Early Elementary School Math Curricula", National Center for Education Evaluation and Regional Assistance; October 2010.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers will provide supplemental remediation to students who scored below the 75th percentile on MAP tests. This remediation will take place during the school day. Action Type: Equity Action Type: Special Education Action Type: Title I Target Assistance	Aaron Lesser	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Staff will evaluate the effectiveness of its interventions and actions each quarter with the results of the practice ACT tests and mock PARCC tests. Action Type: Equity Action Type: Special Education Action Type: Title I Target Assistance	Meghan Brown	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
NSLA funds will be used to provide supplemental math and science instruction through an after school program from 4:30-6:00 p.m. Costs include 17% of annual teacher salaries plus benefits (2 full-time and 1 part-time teachers). This program will be designed to reduce the gap between our subpopulations. Staff include: Erika Hubbard, Aaron Lesser, and Damien Myers. Action Type: Equity Action Type: Special Education	Aaron Lesser	Start: 07/01/2014 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>Teachers</li> </ul>	NSLA (State-281) - Employee Benefits: \$5551.51 NSLA (State-281) - Employee Salaries: \$18480.87 ACTION BUDGET: \$24032.38
KIPP Blytheville Collegiate will use Title 1 funds to provide standards-based math remediation during June for three weeks. This class will be for students who are below grade level. This intervention will improve students' math skills and help prepare them for the 10th grade. Costs will include a stipend for 1 FTE and classroom supplies and materials. Action Type: Collaboration Action Type: Equity Action Type: Special Education Action Type: Title I Target Assistance	Aaron Lesser	Start: 07/01/2014 End: 06/30/2015		Title I - Purchased Services: \$4000.00 Title I - Materials & Supplies: \$1000.00 ACTION BUDGET: \$5000
<b>Total Budget:</b>				<b>\$29032.38</b>

Intervention: KIPP Blytheville Collegiate will provide ongoing professional development to increase teacher competency in mathematics instruction.				
Scientific Based Research: Killion, Joellen. "What Works in the Elementary School Results Based Staff Development." National Staff Development Council, 2002.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
KIPP Blytheville Collegiate used Title 1 funds to purchase supplemental professional development book on how to create intensive literacy and math lesson plans. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Title I Target Assistance	Maisie Wright	Start: 07/01/2014 End: 06/30/2014		Title I - Purchased Services: \$186.79 ACTION BUDGET: \$186.79
Title 1 funds will be used to send one math teacher to an advanced placement training for the purposes of ensuring that the curriculum taught at Blytheville Collegiate remains rigorous and is sufficient to prepare 9th graders, who may be struggling, to succeed throughout high school. Cost includes travel and room and board. (Aaron Lesser)	Maisie Wright	Start: 07/01/2014 End: 06/30/2015		Title I - Purchased Services: \$900.00 \$900



Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Special Education Action Type: Title I Target Assistance				ACTION BUDGET:
NSLA funds will be used to employ an instructional facilitator for math on an ongoing basis to support teachers and ensure rigorous instruction is happening in each classroom. Fifty-five percent of his time will be spent coaching. Costs include the salaries and benefits for Archie Tyson who was hired in February. (full salary- \$62,000 & benefits- \$17,071.00). Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Maisie Wright	Start: 07/01/2014 End: 06/30/2015		NSLA (State-281) - Employee Benefits: \$3520.89 NSLA (State-281) - Employee Salaries: \$12787.50 ACTION BUDGET: \$16308.39
Title 1 funds will be used to send a teacher (Damien Myers) to a NSTA (National Science Teachers Association) conference. This conference consists of training on the latest science content, teaching strategies, and research to help teachers increase the rigor of science instruction in the classroom. Action Type: Alignment Action Type: Equity Action Type: Professional Development	Maisie Wright	Start: 07/01/2014 End: 06/30/2015		Title I - Purchased Services: \$345.00 ACTION BUDGET: \$345
Total Budget:				\$17740.18

Intervention: KIPP Blytheville Collegiate will increase parental involvement to support student learning.

Scientific Based Research: Parental Involvement. National PTA, National Standards for Parent/Family Involvement Programs, May 1993. Achievement Now! How to Assure No Child is Left Behind, Dr. D.J., 2003.

Actions	Person Responsible	Timeline	Resources	Source of Funds
KIPP Blytheville Collegiate will use Title 1 funds to hold an open house with parents to discuss how its Targeted Assistance funds will be used this school year, the benefits of moving to a schoolwide plan in the following year, and ways parents can provide additional academic support to their children at home. Action Type: Equity Action Type: Title I Target Assistance	Luetta Pulliam; Stephen Pirtle; Nicole Terry	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Central Office</li> <li>Teachers</li> <li>Title Teachers</li> </ul>	Title I - Materials & Supplies: \$1500.00 ACTION BUDGET: \$1500
Total Budget:				\$1500

Intervention: KIPP Blytheville Collegiate will provide additional small group math instruction to students needing remediation.

Scientific Based Research: Bohrstedt, G. W., & Stecher, B. M. (Eds.) (2002). "What We Have Learned about Class Size Reduction in California." CapstoneReport. Sacramento, CA: California Department of Education.

Actions	Person Responsible	Timeline	Resources	Source of Funds
NSLA funds will be used to provide four days of supplementary professional development in math instruction to staff and to provide a mandatory two-week summer program focused on literacy and math for students in 2014. In 2015, the summer program for students is estimated to last two weeks and offer teachers two weeks of professional development. The program is designed to reduce the achievement gap between sub-populations. Costs for 2014 are estimated to be 6.0% of annual teacher salaries and benefits (approximately 3 FTEs): Lesser, Aaron; Hubbard, Erika; and Myers, Damien. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Special Education	Maisie Wright	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>Teachers</li> </ul>	NSLA (State-281) - Employee Benefits: \$1642.33 NSLA (State-281) - Employee Salaries: \$7111.54 ACTION BUDGET: \$8753.87
Total Budget:				\$8753.87

Intervention: Implement a school culture through academic activities that encourages and enforces a drug-free, violent-free, bully-free, and overall safe and positive school climate.

Scientific Based Research: Elbot, Charles F. and David Vance Fulton. "Building and Intentional School Culture: Excellence in Academics and Character". Corwin Press, 2007.

Actions	Person Responsible	Timeline	Resources	Source of Funds
NSLA funds will be used to culminate framework-specific content with experience-based field trips that are tied to a particular standards and provide our students (who are located in a poor and rural area) with the opportunity to experience content learned in the classroom. Action Type: Equity	Maisie Wright	Start: 07/01/2014 End: 06/30/2015		NSLA (State-281) - Purchased Services: \$4000.00  ACTION BUDGET: \$4000
NSLA funds will be used to culminate framework-specific content with experience-based week-long intensive interventions that are tied to a particular standard and provide our students (who are located in a poor and rural area) with the opportunity to experience content learned in the classroom. Action Type: Alignment Action Type: Collaboration Action Type: Equity	Meghan Brown	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	NSLA (State-281) - Purchased Services: \$783.00  ACTION BUDGET: \$783
KIPP Blytheville Collegiate teachers will attend workshops sponsored by KIPP Foundation, other organizations, and visit other KIPP schools to research their approach to creating a safe and drug free school. Our staff will research different approaches to reducing suspension and expulsion. Furthermore, we will explore both management and technological solutions to mitigating risks from external and internal threats. Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Maisie Wright	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Total Budget:				\$4783

Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Aaron Lesser	Teacher	Mathematics
Classroom Teacher	Erika Hubbard	Teacher	Wellness
Classroom Teacher	John Holmes	Teacher	Literacy
Classroom Teacher	Luetta Pulliam	Teacher/SpEd Director	Parental Involvement/Literacy/Mathematics
Classroom Teacher	Mathematics Intervention	Math Intervention	Mathematics
Classroom Teacher	Paula DeBose	Teacher	Wellness
Classroom Teacher	Veretta Jones	Literacy Intervention	Literacy
Community Representative	Lisa John	Community Member	Parental Involvement
Community Representative	Randy Henderson	Community Member	Parental Involvement
Non-Classroom Professional Staff	Anna Millham	Director of Operations	Parental Involvement/Wellness
Non-Classroom Professional Staff	Carolyn Herbert	School Nurse	Wellness
Non-Classroom Professional Staff	Lisa Coleman	Food Service	Wellness
Non-Classroom Professional Staff	Meghan Brown	High School Transition Advisor	Mathematics/Literacy
Parent	Anika Mittal	Student	Literacy
Parent	Lorraine Mitchell	Grandparent	Parental Involvement
Parent	Sharita Burton	Parent	Parental Involvement
Principal	Maisie Wright	School Director	All