



# KIPP DELTA PUBLIC SCHOOLS

## School Improvement Plans 2018 - 2019

KIPP Delta Public Schools' mission is to 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.

### Anticipated outcomes:

To that end, our school-level goals are as follows:

#### **Love**

*Students attend schools where they and their families feel a sense of love, belonging, and a desire to return each year.*

#### Targets:

- Schools will meet their enrollment goals.
- 95%+ of students are in attendance each day.
- Attrition from our schools is less than 15%.

#### **Literacy/Numeracy**

*Our KIPPsters will outperform the state average on ACT Aspire and will grow at rates which allow them to be ready for college by high school graduation.*

#### Targets:

- 40% of KIPPsters will meet ACT Aspire readiness benchmarks in ELA in grades 3-10.
- 20% of KIPPsters will meet ACT Aspire readiness benchmarks in STEM in grades 3-10
- 40% of juniors/seniors will score college-ready (21) on ACT, 20% of juniors/seniors score a 24+ on ACT

#### Leading Indicators of Progress:

- 50% of students read at or above-grade level in reading as measured by STEP testing or the Scholastic Reading Inventory
- 50% of students perform at or above-grade level in mathematics as measured by Scholastic Math Inventory
- 40%+ meet ACT Aspire interim benchmarks in reading, mathematics, science, and English

## Leadership

- Our schools will hire, develop, and retain first-class talent and increase our bench-depth in order to make sure our students hit their personal and academic goals.

### Targets:

- Our teacher attrition is less than 20%.
- Our schools double the number of master teachers in the building.

### Leading Indicators of Progress

- 100% of teachers have an observation and assets-based debrief that is logged in TorshTalent.
- 100% of GLCs and APs have individual development plans.

### Assess, Reflect, and Act

Each teacher and leadership team member will have access to school-wide data via Schoolzilla. This platform allows teachers and leaders to easily see progress on our Love and many Literacy/Numeracy goals. Remaining academic data can be tracked via the ACT Aspire portal and the KIPP Foundation HSR portal. Additionally, we will track teacher progress and feedback in TorshTalent. Individual development plans will be stored in Namely.

On a weekly basis, we will track our Leading Indicators of Progress. Each week, our schools will examine our progress towards our Love goals. Each quarter, our schools will examine our progress towards our Literacy/Numeracy goals. Each semester, our schools will examine our progress towards our Leadership goals. Based on the data, we will use our weekly leadership team meetings to take data-driven actions steps and reprioritize our time based on those needs. Each quarter, we will hold a leadership team quarterly stepback meeting to assess whether or not we are on track to our goals. We will then meet with faculty to share our progress against the goal and evaluate the effectiveness of our strategy. Additionally, each semester KIPP Delta's executive director, chief academic officer, and a team comprised of regional office and teachers, school leaders, and teachers will conduct a school review that measures progress against goals and offer strategic direction on next steps.

### Professional Learning, Intervention, and Practices:

### KIPP Delta Elementary Literacy Academy

<p><u>Priority:</u> ELA will focus on developing a school-wide culture that is warm, demanding, and celebrates students' successes.</p> <p>Implementation Timeline: Begin strategy August 6, 2018</p>		
<i>Teachers will...</i>	<i>Assistant Principals will...</i>	<i>School Leader will...</i>
Track students' successes and missteps consistently each day using Live School	Ensure Live School is used consistently in each classroom to credit and deduct points accordingly	Monitor Live School implementation school-wide and provide feedback to teachers and APs on implementation
Implement daily earned opportunities and logical consequences tied to Live School points	<p>Work with teachers to identify daily earned privileges and logical consequences for earned and deducted points</p> <p>Support and facilitate the implementation of these systems</p>	Monitor the consistent implementation of these systems and support teachers and APs to find "Beyond Z" solutions
Provide support for students who are consistently losing points	<p>Provide resources for support and accountability when support is given</p> <p>Facilitate communication between and services from support staff</p>	Ensure support services are utilized, effective, and carried out within budget

Assign consequences aligned to the behavior matrix	Monitor use of consequences across classrooms to ensure they are given consistently and tracked using Live School	<p>Monitor use of consequences across grades to ensure they are given consistently and tracked using live school</p> <p>Present and analyze Live School data weekly with Leadership team to monitor implementation and efficacy</p>
Consistently implement Warm and Demanding KFET behaviors and demonstrate proficiency on the KFET 101 rubric	<p>Observe teachers and provide feedback aligned to the KFET 101 rubric</p> <p>Provide written feedback aligned to the KFET 101 rubric bi-weekly</p>	<p>Co-observe classes with APs and review written feedback weekly</p> <p>Schedule time during ILT meetings to analyze written feedback as a group</p>
Take ownership of at least one school-wide event to celebrate students	<p>Take ownership of at least one school-wide event to celebrate students</p> <p>Provide oversight of planning and execution of school-wide events to ensure they are aligned with Core 12 values</p>	<p>Take ownership of at least one school-wide event to celebrate students</p> <p>Provide oversight of planning and execution of school-wide events to ensure they are aligned with Core 12 values</p> <p>Create and share criteria for planning and leading a successful school-wide event</p>

<p>Consistently and clearly communicate Live School status and eligibility for school events and field lessons to families</p>	<p>Ensure that criteria are consistently messaged and upheld across classes</p> <p>Check Live School statuses daily to see which students are earning points and which are not</p> <p>Ensure that communication with families about criteria and points statuses are clear and timely</p>	<p>Ensure that criteria are consistently messaged and upheld across grades</p> <p>Check Live School statuses daily to see which students are earning points and which are not</p> <p>Ensure that teachers and APs are communicating clearly, consistently, and in a timely manner about criteria and points statuses</p>
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<p><u>Priority:</u> ELA will focus on data collection, reflection, and re-teaching to ensure our students are mastering core literacy and math standards.</p> <p>Implementation Timeline: Begin July 16, 2018</p>		
<p><i>Teachers will...</i></p>	<p><i>Assistant Principals will...</i></p>	<p><i>School Leader will...</i></p>
<p>Break down standards in order to know what students should know and be able to do</p>	<p>Through weekly data meeting and/or observation feedback meeting provide coaching and/or feedback on breaking down standards</p>	<p>Ensure assistant principals hold weekly data meetings and/or observation feedback meeting.</p>

<p>Internalize modules before teaching through engaging in CTMs</p>	<p>Along with the GLC, plan, facilitate, and provide feedback on module internalizations</p> <p>Ensure module internalizations are happening according to the schedule</p> <p>Provide feedback to the GLC on execution of the module internalization</p>	<p>Co-observe and ensure assistant principal has planned and holds module internalizations before the start of each module</p> <p>Provide feedback to the AP on execution of module internalization and feedback provided to the GLC</p>
<p>Drive students mastery through weekly teach-backs, internalization, LASW and/or data meetings</p>	<p>Along with GLC, plan, facilitate, and provide feedback during teach-backs, lesson internalizations, LASW and/ or weekly data meetings.</p> <p>Ensure CTM are happening according to the schedule</p> <p>Provide Feedback to the GCL on the execution of the CTM protocols.</p>	<p>Co-observe, ensure, and facilitate CTM protocols along with the assistant principal</p> <p>Provide feedback to the AP on execution of the CTM protocols and feedback provided to the GLC</p>
<p>Align exit tickets to standard mastery</p>	<p>Provide feedback through weekly data meetings to ensure teachers are aligning exit tickets to standards</p>	<p>Ensure AP is providing highest leverage feedback to teachers on exit tickets and alignment to the standard</p>
<p>Use the D3 protocol to drive reteaching plan</p>	<p>Check to use teachers are using the D3 protocol daily within their</p>	<p>Observe and provide feedback to the AP on the action steps given to teachers to ensure that those action</p>

Execute reteaching plan	<p>classrooms by observing the D3 tracker</p> <p>Use weekly data meeting protocol to formalize a strong reteaching plan</p> <p>Use the LASW protocol to understand student misconceptions</p>	steps are highest leverage to improve student mastery
Analyze Checkpoint, Mid-Module, and End of Module Assessments	<p>Schedule and execute data meetings with teachers</p> <p>Provide meaningful feedback on the highest leverage feedback</p>	Co-observe and provide feedback to the AP on the action steps given to teachers to ensure that those action steps are highest leverage to improve student mastery of the skills and standard
Preparing and submitting lesson plans for feedback in a timely manner	<p>Provide timely feedback on lesson plans</p> <p>Ensure teachers have submitted lesson plans on time</p>	Provide feedback on the AP's feedback on the lesson plan
Be prepared and well planned to execute lessons daily	Schedule on a recurring basis, observe, and provide feedback for teachers involving readiness for the lesson	Co-observe and provide feedback to the AP on the action steps given to teachers to ensure that those action steps are highest leverage to improve teachers planning and execution of the lesson

Execute Eureka, Wheatley, and Writing curriculums with fidelity	Schedule, observe and provide feedback for teachers teaching each curriculum weekly and provide highest leverage action steps to improve teacher execution of the lesson in order to ensure student mastery will increase	Co-observe and provide feedback to the AP on the action steps given to teachers to ensure that those action steps are highest leverage to improve teachers execution of the lesson in order to ensure student mastery will increase
Use ACT Aspire and MAP data to analyze student progress and plan and execute intervention	Provide development, feedback, coaching, and ensure teacher are using STEP, ACT Aspire and MAP data to drive instruction  Consistently, with teacher, look at data during weekly data meetings and/or observation feedback meetings.	Co-observe and provide feedback to the AP on the action steps given to teachers to ensure that those action steps are highest leverage to improve student mastery and/or teaching practices

### KIPP Delta College Preparatory School

<u>Priority #1:</u> Develop a program that will promote writing across all grade levels through the implementation of a writing class.		
Implementation Timeline: Beginning August 30, 2018		
<i>Teachers will...</i>	<i>Assistant Principals (and sometimes school leaders) will...</i>	<i>School Leader will...</i>
All core teachers will integrate student writing into daily lesson plans	Check to make sure that the 30 minute writing implementation is taking place on the designated days in Math and	Check to make sure that the 30 minute writing session is taking place on the designated days in Reading and Social

	Science Classes and give weekly feedback	Studies classes, and give weekly feedback
Reading teachers will implement grammar and vocabulary in their classrooms 25 minutes of class time..	Ensure the grammar curriculum is being implemented in each Reading classroom on the designated days.	Secure a grammar curriculum in all Reading classes, and ensure that it is being implemented with fidelity.
Attend a monthly professional development focused on writing alone	Assist in finding companies/organizations that will provide professional development on implementing writing across the curriculum	Find companies that will provide professional development on implementing writing across the curriculum.
Give monthly writing assessments with rubrics used for grading. Track student writing assessment growth.	Create the monthly writing assessments for Math and Science classes	Create the monthly writing assessment for Reading and Social Studies classes

<p><b>Priority #2:</b> Increase ACT-Aspire scores across all content areas through daily exit ticket data tracking, along with module assessment data tracking. At least 50 percent proficiency in all four subject areas, which would result in DCPS falling in the the top quartile of middle schools in the state of Arkansas.</p>		
<p>Timeline Implementation: Begin August 20, 2018</p>		
<i>Teachers will...</i>	<i>Assistant Principals (and sometimes school leaders) will...</i>	<i>School Leader will...</i>
Become more knowledgeable about the ACT Aspire standards	Assist in coordinating professional development sessions that educate teachers on how to break down standards, and understand what they mean	Coordinate professional development sessions that educate teachers on how to break down standards, and understand what they mean.
Implement a “standard of the week” in class as a part of the Do Now.	Ensure that a “standard of the week” is found on a Do Now on any given day	Ensure that teachers are keeping a running a running record of standards that have been taught every week

<p>Give standard of the week quizzes every Friday, and publicly track mastery; re-teaching standards that were not mastered (70% or above)</p>	<p>Ensure that standard of the week quiz scores are being tracked, as a part of the “Culture Walk”, and ensure that all standards that are tracked are above 70% mastery.</p>	<p>Provide teachers with a tracking system/poster in which mastery can be displayed publicly</p> <p>Provide feedback into what would be the best strategy for re-teaching</p> <p>Ensure that standard of the week quiz scores are being tracked, as a part of the “Culture Walk” and ensure that all standards that are tracked are above 70% mastery</p>
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**KIPP Blytheville College Preparatory School**

<p><u>Priority:</u> Increase literacy growth and the number of students reading on or above grade level through rigorous and ongoing data analysis. (SRI, ACT Aspire, MAP)</p> <p>Implementation Timeline: Begin August 13, 2018</p>		
<p><i>Teachers will...</i></p>	<p><i>Assistant Principals will...</i></p>	<p><i>School Leader will...</i></p>
<p>Collect data from exit tickets and checkpoints and complete D3 protocol</p>	<p>Check tracker daily for updates and next steps</p>	<p>Ensure AP schedules time to check tracker</p>
<p>Reteach content in small group or whole class, based on the data</p>	<p>Practice with teacher during O3s to ensure proficiency</p>	<p>Occasionally observe O3s to assess the effectiveness, and provide feedback</p>

Tutor students who are failing or not reaching mastery (during remediation or afterschool)	Provide teachers time during day to tutor, or require one day a week to tutor after school	Create a schedule to map out when tutoring will take place
Communicate with parents regarding student progress toward mastery of objectives and standards	Check communication tracker to ensure parents are well-informed; follow up with teachers when signed documents are missing	Contact parents occasionally to check in when students are failing/making progress/excelling; support AP with follow-up and support with parents
Celebrate students who are moving toward mastery	Check in with teachers during O3s to identify students who are making strong gains and discuss ways in which celebration can happen	Create a strong O3 template that includes time and space to discuss student progress toward mastery; create a tiered celebration system and provide time to celebrate students

<p><u>Priority:</u> Cultivate a strong leadership pipeline, by giving staff members at-bats that are aligned with their strengths in order to improve teacher effectiveness and builds desire for staff to remain at the school over multiple years</p> <p>Implementation Timeline: Begin July 16, 2018</p>		
<i>Teachers will...</i>	<i>Assistant Principals will...</i>	<i>School Leader will...</i>

<p>Lead at least one student activity/club for at least one semester</p>	<p>Establish options and opportunities for teachers and community members to lead an activity/club</p>	<p>Create a schedule that allows for extracurricular activities during the day and/or in the evening</p>
<p>Identify 1 – 2 development goals that align with future aspirations and school needs.</p>	<p>Coach each teacher to meet his or her development goal(s). Provide at-bats and ongoing support and feedback to ensure teachers are moving along the leadership continuum.</p>	<p>Coach and support the AP and teachers to meet their development goal(s). Provide at-bats and ongoing support and feedback to ensure that the AP and teachers are moving along the leadership continuum</p>
<p>Seek internal and external PD opportunities that are aligned to their development goal(s)</p>	<p>Support teachers in seeking out and attending PDs that are aligned to their development goal(s)</p>	<p>Support AP and teachers in seeking out and attending PDs that are aligned to their development goal(s)</p> <p>Establish a PD budget and daily schedule that support internal and external PD opportunities</p> <p>Provide time and space for the AP and teachers to share their learning with the rest of the team</p>

**KIPP Forrest City College Preparatory School**

**Priority:** Build a school culture in which students thrive and grow academically and personally

Implementation Timeline: Begin July 16, 2018

<i>Teachers will...</i>	<i>GLCs will...</i>	<i>School Leader will...</i>
<p>Communicate with families when students are absent. (Core 12)</p>	<p>Check phone logs to ensure teachers have called families</p> <p>After 3 absence occurrences, GLCs will call families to remind them of attendance expectations.</p>	<p>Schedule times each day to make sure that teachers have called absent students and plan with GLCs for how to increase attendance for students who frequently absent</p> <p>After 5 absence occurrences, SL will make contact and remind families of attendance expectations.</p>
<p>Use a warm and demanding tone to ensure students follow consistent routines in classrooms for uniform (Core 12), entry, exit, and transitions</p>	<p>Make sure teachers have school-wide routines</p> <p>Observe teachers on their team for fidelity and adherence to school-wide routines</p>	<p>Ensure routines are efficient and established at the beginning of the year and are written down</p> <p>Coach GLCs and teachers to follow routines</p>
<p>Leave time in the lesson to ensure classrooms are clean and students are organized</p> <p>Script out cleaner than we found it (Core 12) in lesson plan</p>	<p>Will ensure only classroom materials are out on desks.</p> <p>Schedule/do weekly binder/backpack checks.</p>	<p>Check lesson plans to make sure cleaner than we found it routines are scripted into lesson plan</p> <p>Make sure teachers remind students of expectations</p> <p>Help GLCs set up binders that allow students to be organized</p>
<p>Ensure homework is completed and, if not, student will have lunch detention for homework</p>	<p>Maintain a daily homework completion/non-completion list</p> <p>Ensure homework is assigned every day for every class.</p>	<p>Ensure lunch detention exists/happens by assigning duty and it meets detention expectations</p>

Track homework completion visually in a public spot  Makes sure a note goes home to students who do not complete homework	Collect homework assignments for units ahead of time	During daily meeting with GLCs, ensure GLCs raise concerns about students who have not completed more than 2 assignments in a nine week and help GLCs follow-up with families when this happens
Provide daily feedback to parents on students' ability to meet expectations, wear correct uniform, and homework	Check LiveSchool daily and follow-up with teachers who did not make daily contact about students	Follow-up with students who had a nearly perfect day by giving a sticker to students who meet expectations.

<b>Priority:</b> Use exit tickets and interim benchmark data to build a DDI culture.		
Implementation Timeline: Begin August 13, 2018		
<b>Teachers will...</b>	<b>GLCs will...</b>	<b>School Leader will...</b>
Participate in PD that rolls out expectations for lesson plans that link daily standards and objectives to exit ticket and benchmark data to inform reteach instruction.	Review the online exit ticket data logs weekly and provide specific, written, timebound feedback to teachers. GLCs will model the feedback if teachers ask for implementation support.	Review the written feedback provided by the GLCs and look for teacher implementation of feedback during morning or afternoon walkthroughs.
Participate in training for Wheatley and Eureka module assessments, as well as for Illuminate, to learn how the KIPP Foundation benchmarking helps assess standards-based learning.	Provide an overview of how and why the Foundation tracks the the data for the Wheatley and Eureka module assessments, monitor the benchmark results, and provide teacher feedback.	Review the Wheatley and Eureka data with the GLCs in our daily meeting. Monitor the GLCs' delivery of feedback to teachers and coach accordingly.

<p>Help students set initial performance goals and determine their personalized strategies based on the MAP Projection Summary, and send goal sheets home for signature.</p>	<p>Engage teachers and students with a presentation on “productive struggle” and “growth Mindset” to set the framework for understanding growth. Ensure that all students have signed copies of their goals.</p>	<p>Observe classrooms with GLCs to ensure that productive struggle (accompanied by proper “wait times”) are occurring in their classrooms, as well as those of teachers.</p>
<p>Show students how to track their own data (by graphs that they design and color) in personalized data folders, and encourage students to know and be able to discuss their data. (Data for weekly assessments and Interim assessments.)</p>	<p>Distribute data folders, review them along with each teacher’s exit data, and meet with students who have not graphed their weekly data to ensure that they understand the process.</p>	<p>Ensure that OPs meets timeline to order data folders, spot check a sample of data folders and ask those students to discuss whether or not they are on track to meet their goals.</p>
<p>Celebrate students by posting a data achievement chart for each grade level in the classroom or in the immediate hallway, weekly, and hold end-of-module movie-lunches to recognize star performers on Wheatley and Eureka.</p>	<p>Distribute celebratory cards to students who perform in the 50th-100th percentile on MAP interim assessments and on the ACT-Aspire interims, and track teacher performance levels, including growth and achievement.</p>	<p>Continue creating “moments’ with parents and guardians by having SRI Growth and Achievement Awards Assemblies, as well as ceremonies for the MAP and ACT-Aspire Interims achievement levels.</p>

**KIPP Blytheville Collegiate High School**

<p><u>Priority:</u> Increase academic growth in literacy and math through rigorous and ongoing lesson internalization and data analysis. (SRI and ACT Aspire)</p> <p>Implementation Timeline: Begin August 6, 2018</p>		
<i>Teachers will...</i>	<i>Assistant Principals will...</i>	<i>School Leader will...</i>
Write and implement daily lesson plan that are based on the lesson internalization model using CCRS standards	Review lesson plans and provide constructive feedback that will be implemented by the classroom teacher once a week	Ensure AP schedules time to check lesson plans and provide recommendations for weekly lesson plan goals
Collect data from exit tickets and checkpoints and complete D3 protocol	Check tracker daily for updates and next steps	Ensure AP schedules time to check tracker
Reteach content in small group or whole class, based on the data	Practice with teacher during O3s to ensure proficiency	Occasionally observe O3s to assess the effectiveness, and provide feedback
Tutor students who are failing or not reaching mastery (during remediation or afterschool)	Require each teacher to conduct tutoring one day a week after school	Create a schedule to map out when tutoring will take place

<p>Communicate with parents regarding student progress toward mastery of objectives and standards</p>	<p>Check communication tracker to ensure parents are well-informed; follow up with teachers when signed documents are missing</p>	<p>Contact parents occasionally to check in when students are failing/making progress/excelling; support AP with follow-up and support with parent.</p>
<p>Celebrate students who are moving toward mastery</p>	<p>Check in with teachers during 03s to identify students who are making strong gains and discuss ways in which celebration can happen</p>	<p>Create a strong 03 template that includes time and space to discuss student progress toward mastery; create a tiered celebration system and provide time to celebrate students.</p>

<p><u>Priority:</u> Create strong culture through school wide rituals,routines and expectations</p>		
<p>Implementation Timeline: Begin July 17, 2018</p>		
<p><i>Teachers will...</i></p>	<p><i>Assistant Principals will...</i></p>	<p><i>School Leader will...</i></p>
<p>Maintain a clean and organized space</p>	<p>Use observation classroom checklist to record and identify classroom organization and cleanliness</p>	<p>Support Assistant Principals in completing daily checklist</p>

<p>Implement efficient behavioral and academic systems</p>	<p>Ensures that each teacher has implemented clear behavioral and academic systems and routines and always lets students know what is expected of them</p> <p>Observe and track teachers for fidelity and adherence to school wide routines</p>	<p>Periodically observe classroom to assess adherence to school wide systems and routines</p> <p>Support APs in coaching teachers who fail to meet expectations</p> <p>Meet with APs to establish weekly school wide goals based on classroom observation tracker</p>
<p>Uses a calm, firm, and convincing tone when addressing inappropriate behavior</p>	<p>Ensure that the teacher consistently notices inappropriate behavior and use a calm, firm, and convincing tone to stop the behavior</p> <p>Observe and track teachers for fidelity and adherence to school wide routines</p>	<p>Periodically observe classroom to assess adherence to school wide systems and routines</p> <p>Support APs in coaching teachers who fail to meet expectations</p> <p>Meet with APs to establish weekly school wide goals based on classroom observation tracker</p>

<p>Let students know exactly what academic and character excellence looks like for the year, the unit, the lesson, and demands it</p>	<p>Meets with teachers during O3s to create CFS for both daily and academic tasks and behavior</p> <p>Observe and track teachers for fidelity and adherence to school wide academic and character excellence</p>	<p>Periodically observe classroom to assess adherence to school wide academic and character excellence</p> <p>Support APs in coaching teachers who fail to meet expectations</p> <p>Meet with APs to establish weekly school wide goals based on classroom observation</p>
<p>Administers consequences that logically connect to the behavior and the student</p>	<p>Coach each teacher to deliver consequences in a way that maximizes behavior that leads to school success</p> <p>Ensure that teacher follows up the student so that the student has learned as a result of the consequence</p>	<p>Periodically observe classroom to assess adherence to school wide academic and character excellence</p> <p>Co-observe with Assistant Principal to ensure AP is providing actionable and high-leverage feedback; provide AP with high-leverage, actionable feedback</p>
<p>Uses a variety of techniques to create and maintain school wide culture through chants, songs, and mantras</p>	<p>Plan bi-monthly culture meetings with GLCs and other grade level teachers</p> <p>Support GLCs to lead weekly HOP events</p> <p>Observe classroom periodically to ensure that teachers and students</p>	<p>Attend HOP meetings with every grade level</p> <p>Give a weekly spirit award to the grade level showing the most ZEST based on live school data</p>

	are using school wide chants, and mantras	
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**KIPP Delta Collegiate High School**

<p><b>Priority #1:</b> KIPP DCH will prioritize ACT score improvement by strategically placing 9<sup>th</sup> graders in Critical Reading courses, tracking formative assessment data, and implementing corrective instruction action plans on a nine-week instructional cycle.</p>		
<p><b>Teachers will...</b></p> <p>Create a growth and achievement SMART Goal for the content area that will drive the work of the teacher and students throughout SY18-19. Commit to weekly Data Analysis and Planning Periods (DAPP) with AP or SL (depending on content).  <b>DOI: August 2018; Weekly</b></p>	<p><b>Assistant Principal will...</b></p> <p>Plan with math and science teachers to help create a growth and achievement SMART Goal for the content area that will drive the work of the teacher and students throughout SY18-19. Meet weekly with teachers on coaching schedule to discuss progress toward goal and action plan next steps.</p>	<p><b>School Leader will...</b></p> <p>Meet with AP to review school-wide data results, establish preliminary goals, and define parameters of annual SMART Goals for teachers in each content area. Create an Instructional Cycle, along with an annual Data Analysis and Planning Period Schedule, with AP for each content area. Plan with ELA, social studies, and non-CORE area teachers to help create a growth and achievement SMART Goal for the content area that will drive the work of the teacher and students throughout SY18-19. Meet weekly with teachers on coaching schedule to discuss progress toward goal and action plan next steps.</p>
<p>Designate prep periods on Tuesdays and Thursdays weekly as Data Analysis and</p>	<p>Meet with math and science teachers weekly to review SMART Goal progress</p>	<p>Meet with ELA and social studies teachers weekly to review SMART</p>

<p>Planning Periods (DAPP). Teachers will plan to meet on Tuesday or Thursday with AP or SL to review SMART Goal progress for content area (10% or greater increase in student outcomes than previous year).</p> <p><b>DOI: August 2018; Weekly</b></p>	<p>for content area and discuss successes and challenges.</p>	<p>Goal progress for content area and discuss successes and challenges.</p>
<p>Review IA data and EOY SRI Reading scores and make suggestions to SL/AP of students who should be included in one of two Critical Reading courses Fall 2018.</p> <p><b>DOI: July 2018 and January 2019</b></p>	<p>Review IA data and EOY SRI Reading scores with School Leader to ensure that 9<sup>th</sup> grade students who are not reading on grade level are prioritized and enrolled in one of two Critical Reading courses Fall 2018.</p>	<p>Review IA data and EOY SRI Reading scores with Assistant Principal to ensure that 9<sup>th</sup> grade students who are not reading on grade level are prioritized and enrolled in one of two Critical Reading courses Fall 2018.</p>
<p>Participate actively in grade-level and content-area PLCs weekly to review student formative assessment data, share anecdotal notes regarding reading challenges within the content or grade level, and identify students who struggle with reading tasks by name and need.</p> <p><b>DOI: August 2018; Weekly</b></p>	<p>Participate in one math and one science content-area PLC weekly to review student formative assessment data, share anecdotal notes regarding reading challenges within the content or grade level, and identify students who struggle with reading tasks in the content area by name and need.</p>	<p>Participate in one ELA and one social studies content-area PLC weekly to review student formative assessment data, share anecdotal notes regarding reading challenges within the content or grade level, and identify students who struggle with reading tasks in the content by name and need.</p>
<p>Submit weekly digital lesson plans by 6:00 pm on Mondays, which include a complex text along with TDQs, to give students an opportunity to practice ACT question types within classroom.</p> <p><b>DOI: July 2018; Weekly</b></p>	<p>Provide weekly lesson plan feedback to math and science teachers by 5:00 pm on Wednesdays. Track and document lesson plans are not submitted timely or at all.</p>	<p>] Provide weekly feedback to ELA-Humanities teachers by 5:00 pm on Wednesdays. Ensure that Assistant Principal has provided feedback to math and science teachers. Track and document if lesson plans are not submitted timely or at all.</p>

<p>Include independent reading assignments within the content as early finisher assignments and/or Do Nows 3/5 days a week, and require students to summarize and write about their reading in five (5) complete sentences. <b>DOI: August 2018; Weekly</b></p>	<p>Review weekly lesson plans for Inclusion of informational text (including graphs/charts); observe classes to ensure guided and independent practice have opportunities for students to practice reading and summarization of readings in the content areas.</p>	<p>Review weekly lesson plans for Inclusion of complex text; observe classes to ensure guided and independent practice have opportunities for students to practice reading and summarization of readings in the content areas.</p>
<p>Take ACT Aspire, IAs, and teacher-created formative assessments to understand assessment types and to anticipate student misconceptions during item-level analysis of data results; administer ACT Aspire formative assessments to students with fidelity to mirror question types for the ACT. <b>DOI: August 2018 (Pre-Test); September 2018 (IA#1); December 2018 (IA#2); February 2019 (IA#3); May 2019 (Post-Test)</b></p>	<p>Review ACT Aspire formative assessments with teachers on coaching schedule (math/science) to discuss student misconceptions prior to administration of assessments.</p>	<p>Review goals for ACT growth with Assistant Principal; discuss coaching load progress toward goals; review ACT Aspire formative assessments with teachers on coaching schedule (ELA/Social Studies) to discuss student misconceptions prior to administration of assessments.</p>
<p>Input formative assessment data in Illuminate to track student progress towards standards mastery. Design and plan corrective instruction action/lesson plans to capture 80% or better mastery for students who have not mastered content area standards. <b>DOI: August 2018 (Pre-Test); September 2018 (IA#1); December 2018 (IA#2); February 2019 (IA#3); May 2019 (Post-Test)</b></p>	<p>Meet with math and science teachers to review corrective instruction action/lesson plans; modify plans, if needed.</p>	<p>Meet with ELA and social studies teachers to review corrective instruction action/lesson plans; modify plans, if needed.</p>

<p>Update LiveSchool Phone Log to evidence communication with families when students have not mastered formative and/or interim assessment data, along with tutoring schedule and action plan for students to meet academic growth and achievement goals. <b>DOI: August 2018; Monthly</b></p>	<p>Review LiveSchool Phone Log entries for teachers on coaching schedule to compare entries with assessment results; touchpoint with 2-3 parents weekly (especially ones the teacher has not been able to reach).</p>	<p>Review LiveSchool Phone Log entries for all teachers to compare entries with assessment results; touchpoint with parents weekly (especially ones who are not attending tutoring and/or failing CORE area courses with 60 or below).</p>
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<p><b>Priority #2:</b> KIPP DCH will prioritize the alignment of staff and student culture to CORE 12 practices by focusing on communicating with families, instilling character values, teaching core standards to mastery, and celebrating big and small successes.</p>		
<p><b>Teachers will...</b></p>	<p><b>Assistant Principal will...</b></p>	<p><b>School Leader will...</b></p>
<p>Attend Summer PD (and subsequent quarterly PD) and actively participate in SL/AP facilitated PD designed to familiarize and internalize CORE 12 practices of KIPP Delta Public Schools. <b>DOI: July 2018; Ongoing Monthly</b></p>	<p>Plan and facilitate Summer PD and quarterly PD around CORE 12 practices. Meet with SL to understand vision around school-wide prioritized CORE 12 practices.</p>	<p>Prioritize four (4) school-wide CORE 12 practices C1 (Communication with Families), C2 (Character Counts), C7 (Core Standards Taught to Mastery), and C12 (Celebrate The Big &amp; Small Successes) as drivers of student achievement for SY18-19. Plan and facilitate Summer PD and quarterly PD around CORE 12 practices.</p>
<p>Understand how Priority #1 relates to Priority #2; internalize the vision around school-wide prioritized CORE 12 practices. <b>DOI: August 2018; Weekly</b></p>	<p>Understand how Priority #1 relates to Priority #2; internalize the vision around school-wide prioritized CORE 12 practices. Learn how LiveSchool works and the purpose of admin monitoring of the tool.</p>	<p>Learn LiveSchool Monitoring Tools for parent communication to ensure AP knows how to monitor teacher use of the tool.</p>

<p>Understand LiveSchool merit and demerit system; how to input and monitor daily student progress using tool.</p> <p><b>DOI: July 2018</b></p>	<p>Monitor teacher use of LiveSchool to communicate with families.</p>	<p>Facilitate PD on teacher use of LiveSchool to communicate with families. Monitor AP fidelity checks with teachers for C1 prioritization.</p>
<p>Provide frequent and high-quality verbal feedback to students during class-time (based on Priority #1 Instructional Cycle).</p> <p><b>DOI: August 2018; Daily</b></p>	<p>Observe teachers and provide actionable, bite-sized feedback; support teachers in providing better feedback to students.</p>	<p>Co-observe with Assistant Principal to ensure AP is providing actionable and high-leverage feedback; provide AP with high-leverage, actionable feedback.</p>
<p>Ensure that the instructional shifts in math are evidenced in lesson plans and daily instruction: 1) Greater focus on fewer topics. 2) Coherence. 3) Rigor. and ELA: 1) Regular practice with complex texts and their academic language. 2) Reading, writing, and speaking grounded in evidence from texts, both literary and informational. 3) Building knowledge through content-rich nonfiction.</p> <p><b>DOI: August 2018; Weekly</b></p>	<p>Collect student work to notice trends to target during weekly meetings with math and science teachers. Review math and science lesson plans for instructional shifts: 1) Greater focus on fewer topics. 2) Coherence. 3) Rigor.</p>	<p>Use the Looking at Student Work protocol to help support the AP in raising the quality of work. Collect student work to notice trends to target during weekly meetings with ELA and social studies teachers. Review ELA and social studies lesson plans for instructional shifts: 1) Regular practice with complex texts and their academic language. 2) Reading, writing, and speaking grounded in evidence from texts, both literary and informational. 3) Building knowledge through content-rich nonfiction.</p>
<p>Designate classroom space to highlight student achievement using data (including most improved).</p> <p><b>DOI: July 2018; Bi-Weekly</b></p>	<p>Review data results with teachers and suggest ways to celebrate student successes.</p>	<p>Plan and calendarize dates of quarterly honor roll and attendance celebrations. Establish Student of the Month and Teacher of the Month Accolades. Review data results with teachers and suggest ways to celebrate student successes.</p>

		Acknowledge teacher progress toward goals; express gratitude with weekly notes to teachers.
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