KIPP Delta Blytheville College Preparatory
2019-2020 School Improvement Plan

Priority and Goal

In the 2019 – 2020 school year, KIPP Blytheville College Preparatory School will prioritize improving literacy in order to meet our goal of 90% of students making at least one year’s worth of growth.

Data

To determine our goal, we reviewed the following student and family data: attendance, chronic absenteeism, suspensions, and expulsions as recorded in eSchool; behavioral and student habit data from LiveSchool; student achievement from ACT Aspire and the ACT tests; and, survey data from KIPP Foundation student and family surveys. KIPP Delta BCPS has a Q3 average daily attendance rate of 97.5%. This represents a 1.9% improvement in attendance rate since last school year. Our attendance rate is lowest in sixth grade at 96.8% and highest in fourth grade at 98.3%. Our suspension rate year to date is 16.5%. On our most recent ACT Aspire interim assessment, 68% of students were proficient in English, 33% in reading, 36% in science, and 43% in math. Our reading interim proficiency has increased from 14% to 33% over the course of the school year. These results are showing growth comparable to our 2017 - 2018 ACT Aspire summative results with 54% of students meeting benchmark in English, 14% meeting benchmark in reading, 19% meeting benchmark in science, and 30% meeting benchmark in math.

Supports, Interventions, or Practices

1) Maintain Attendance Rates above 96%
   a) Train operations coordinators and provide script for attendance phone calls
   b) Make daily phone calls by 9:00AM

2) Reduce Chronic Absenteeism
   a) Train operations coordinators and provide documentations with steps to prevent and handle chronic absenteeism
b) Create and send paperwork promptly when needed

c) School leader reaches out directly to families with chronic absence

3) Reduce Suspensions and Keep Expulsions at 0
   a) School leader/Head of schools determine other options other than suspension/expulsion
   b) Hire school social worker to support behavioral interventions

4) Improve literacy Instruction by Implementing Stronger Curricula
   a) Train school leader, K-2 teachers, 3-6 ELA teachers on implementation of Heggerty, CKLA, and Hillrap
   b) Put a protocol in place for observation and feedback, including:
      i) How often are teachers observed
      ii) What feedback is essential for improving literacy academics (lesson plans, differentiation, implementing curriculum with fidelity, and regular data analysis with SL)

Professional Learning

Operations coordinators will receive professional development on phone calls of attendance procedures. Teachers will receive professional development on HillRAP and CKLA.

Implementation, Monitoring, and Evaluation Timeline

May 2019-
● Determine which teachers will be apart of CKLA and HillRAP training.

June 2019-
● SL will develop a plan and schedule for observations and feedback for teachers.

July 2019-
● Deliver professional development to teachers on CKLA and HillRAP; and deliver professional development to operations coordinator on attendance phone calls and chronic absenteeism.

August 2019-
● Teachers will implement Heggerty and CKLA with fidelity daily.
● School leader will complete observations and provide academic feedback 1-2 per week.
● Complete data analysis in order to know where our students are currently in reading and develop a plan of what we need to do in order to move them 1 year.
October 2019/January 2020/March 2020-

- Celebrate students who are on track to reach their goal and/or have reached their yearly goal.
- Evaluate effectiveness of strategies with teachers and school leadership team