KIPP Delta Blytheville College Preparatory
2020-2021 School Improvement Plan

Priority and Goal

In the 2020 – 2021 school year, KIPP Blytheville College Preparatory School will prioritize improving literacy in order to meet our goal that 90% of students make at least one year of growth in reading.

Data

To determine our goal, we reviewed the following student and family data: attendance and chronic absenteeism; suspensions and expulsions as recorded in eSchool; behavior and student habit data from LiveSchool; student achievement from DIBELS, ACT Aspire and MAP tests; and data from KIPP Foundation student and family surveys. KIPP Delta BCPS has a Q3 average daily attendance rate of 97.2%. This represents a 0.4% improvement in attendance compared to this time last school year. Our chronic absence rate is 3.1% which is down 5.5% from this time last year. Our suspension rate is 6.6% which is down over 10% from my improvement plan last year. On our most recent ACT Aspire interim assessment, 53% of students were proficient in English, 18% in reading, 19% in science, and 24% in math.

Supports, Interventions, or Practices

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

2) Reduce Chronic Absenteeism
   a) Train operations coordinators and provide documentation with steps to prevent and handle chronic absenteeism
   b) Create and send paperwork promptly when needed
   c) Reach out directly to families of students with chronic absence

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

4) Improve literacy instruction by implementing strong curricula
   a) Train school leader, K-2 teachers and 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 systems and considerations that we will need to implement: chaining, decoding, letter sounds, habits of discussion, and goals and celebrations, etc.)
   c) Include time in the schedule for literacy interventions
      i) Teachers will use DIBELS activities for interventions to meet the needs of individual students
      ii) Teachers will use data trackers to display and celebrate student’s progress
   d) Analyze data regularly with SL/AP/Co-teacher)
      i) Teacher will have scheduled time for looking at student work and data analysis of CKLA/DIBELS assessments
      ii) Teacher, SL, AP will have PD to norm on LASW and data analysis protocols through TNTP or Literacy Director

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**Professional Learning**

Operations coordinators will receive professional development on attendance procedures, including making phone calls. Relevant teachers and leaders will receive professional development on HillRAP, CKLA, LASW and data analysis.

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**Implementation, Monitoring, and Evaluation Timeline**

**May 2020**
- Determine which teachers will be a part of CKLA, Heggerty and HillRAP training.
- Determine who will be in charge of each CKLA training (K-2 / 3-6)
- Determine how many training days will be needed on each Knowledge/Skills/Writing

**June 2020**
- SL (K-2) and assistant principal (3-6) will develop a plan and schedule for observations and feedback for teachers.
July 2020-
- Deliver professional development to teachers on CKLA, Heggerty and HillRAP;
- Deliver professional development to leaders/teachers on effective data analysis through LASW protocol and assessments
- Deliver professional development to operations coordinator on attendance phone calls and chronic absenteeism.

August 2020-
- Teachers will implement Heggerty (K-2), Hilrap, and CKLA (K-6) with fidelity daily.
- School leader and Assistant Principal will complete observations and provide academic feedback 1-2 per week for each teacher they manage in Torsh.
- Staff will 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 get them proficient by end of the year.

October 2020/January 2021/March 2021-
- Celebrate students who are on track to reach their goal and/or have reached their yearly goal.
- Students that are not on track will be required to have additional intervention support either through tutoring or virtual learning if tutoring is not an option for the student.
- Evaluate effectiveness of remediation and intervention strategies with teachers and school leadership team to determine next steps for those students who have not met their goal.