KIPP Blytheville Collegiate High School
2020-2021 School Improvement Plan

Priority and Goal

In the 2020-2021 school year, KIPP Blytheville Collegiate High School will prioritize increasing the quality and quantity of feedback given to students in order to meet our goal of 40% of KIPPsters meeting ACT Aspire readiness benchmarks in Literacy and Math.

Data

To determine our goal, our school’s leadership reviewed the following student and family data: attendance and suspensions as recorded in eSchool; reading data from Scholastic Reading Inventory; behavior and student habit data from LiveSchool; and student achievement from ACT Aspire and the ACT tests. In 2019-2020, our attendance has been consistently at 95% which is approximately a 4% increase from last year. This increase was largely due to our school creating incentives for students based on their attendance using Liveschool and creating a system to reach out to families when students are not present at school.

However, we still have challenges with the number of students incurring infractions that lead to students being suspended, teacher retention, and quality student feedback. This is likely impacting our test scores as less than 25% of students are meeting Aspire or ACT benchmarks in math or reading. In the classroom, we only have 17% of students mastering reading standards and 13% mastering math standards. In order to address the issue of low literacy, math and behavior performance we are prioritizing student feedback. Research has shown that when teachers focus on giving students timely and quality feedback, it has more direct positive outcome on student performance than any other teaching behavior.

Supports, Interventions, or Practices

● We will set a school-wide expectation around being college and career ready.
● Each quarter we will require all students to take interim benchmark exams.
● We will offer mandatory tutoring and interventions for any student that is not yet on track to score close or proficient on the ACT as defined by their quarterly interim assessments.
● We will celebrate students quarterly who meet or exceed academic interim benchmarks.
Professional Learning

- We will train all teachers on how to use exit ticket data to inform their instructional practices.
- We will train all teachers on how to create strong teacher exemplars and criteria for success in order to give students quality feedback.
- All core content teachers will participate in weekly content meetings.
- We will train all teachers on how to use Liveschool and logical consequences to increase student engagement and reduce behavioral infractions.

Implementation, Monitoring, and Evaluation Timeline

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<th>Time</th>
<th>Action Item</th>
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| June 2020        | 1. Define student feedback expectations with the school’s leadership team  
|                  | 2. Create a series of professional developments for teachers on how to effectively give students feedback on their work and behavior by using a quality teacher exemplar, exit ticket data, and live school data.  
|                  | 3. Create enabling systems that will allow us to track academic and cultural feedback practices.                                        |
| July 2020        | 1. Deliver professional development for teachers on how to effectively give students feedback on their work and behavior by using a quality teacher exemplar, exit ticket data, and live school data.  
|                  | 2. Implement enabling systems that will allow us to track academic and behavioral feedback practices.                                    
|                  | 3. Provide real-time coaching to teachers who need additional support successfully implementing student feedback expectations.       
|                  | 4. Set expectations and rewards with students and families around academics and behavior expectations.                                 |
| October 2020,    | 1. Complete Looking at Student Work Protocols after each interim assessment to inform instructional practices.                              
| January 2021,    | 2. Use student Liveschool data to set behavioral metrics for next quarter.                                                                    
| March 2021,      | 3. Celebrate students and teachers that are making cultural and academic gains.                                                               
| May 2020         | 4. Evaluate the effectiveness of strategies with teachers using the KEFT rubric.                                                               |
## Monitoring and Evaluation Timeline

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| Daily   | 1. Students have to be reading an independent leveled text  
2. Students will have an on grade text to read in ELA  
3. Students and teacher will read text aloud during class  
4. The teachers will review background information and key vocabulary related to the text. |
| Weekly  | 1. Identify teachers who require additional supports and strategies using live school, lesson plan exemplars, and observations.  
2. Improve practices through one-on-one coaching sessions with staff.  
3. Review the number of failing students after each progress report and set tutoring schedules for the upcoming week.  
4. Review the most frequent behavior infractions using LiveSchool, and set a priority that will help more students to reach our goal. |
| Quarterly| 1. Review academic interim data and compare it to the beginning of the year data to determine if the feedback strategy is having an impact on student achievement.  
2. Celebrate students that are meeting the assessment benchmarks |