

AR  
 Kipp Delta Public Schools  
 415 Ohio Street  
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**District Support Plan 2019-2020**

<b>District</b>	KIPP Delta Public Schools
<b>Superintendent</b>	Carissa Godwin
<b>Superintendent Email</b>	Carissa.Godwin@kipdelta.org
<b>Superintendent Phone</b>	870-714-9635

**Explain the needs assessment process used to identify the focus of the school level improvement plan(s). [plan]**

Three school leader weekly meetings were spent reviewing and assessing data collected over the course of the year as a means of determining which data most impacted student outcomes.

School leaders examined the following data: attendance and chronic absenteeism; behavior data including referrals, suspensions, and expulsions; and interim assessment data and reading assessment data.

<b>District Literacy Plan</b>	
<b>(1) Goals for improving reading achievement throughout the district</b>	*Delta students will increase reading skills so that 60% are close, ready, or exceeding on the ACT Aspire so that they are college-ready on the ACT by high school graduation. *KIPP Delta students in grades K-2 will build their foundational reading skills so that when they begin third grade they are able to accurately and fluently decode grade-level texts, as measured by DIBELS. *100% of KIPP Delta Schools will monitor reading intervention plans for students who are reading more than one grade-level behind. *100% of KIPP Delta students who show signs of dyslexia or have reached Tier 3 of support level will receive a systematic, individualized foundational reading intervention for 2.5 hours per week. *KIPP Delta will identify, inform families and teachers, and find strategies to support students who are in need of support in reading based on ACT Aspire/SRI or well-below on DIBELS assessment (Tier 2). *30% of each core content area classes in grades 3-12 will spent on reading (eyes on text). *75% of K-2 teachers will encode and decode words at their grade-level with district-provided support. *100% of KIPP instructional staff and administrators will begin the training necessary to meet the state SoR requirements. K-6 teachers will work through Pathway N by completing the LETRS modules 1-6. All special education teachers and our reading interventionist will work through Pathway L by completing the HILLRAP training and certification. All administrators at KIPP Delta Elementary Literacy Academy, KIPP Blytheville College Preparatory School, and KIPP Delta College Preparatory School will complete the LETRS modules 1-6 training. Teachers in grades 7-12 and

	special areas along with all other administrators in the region will complete 18 hours of ArkansasIDEAS training. *Two of our school leaders will attend the SoR Assessor training during the summer of 2020 in preparation to complete phase two next school year.
<b>(2) Prioritization of funding, including without limitation enhanced student achievement (ESA) state categorical funds to improve reading achievement throughout the district.</b>	Hiring a Director of Literacy and a Director of Special Education; funding ten percent of an Academic Specialist; Purchase of Core Knowledge Language Arts curriculum; purchase of independent reading books; purchase of tablets for accessing online reading materials; TNTP Core Knowledge Language Arts professional development and coaching contract; HillCenter professional development and coaching contract; SEAS RtI software; Lexia Software; Heggerty curriculum materials; Shurley curriculum materials; percentage of TorshTalent; purchase DIBELS and SRI programs; course enrollments for students at PCCUA and ANC; LETRS Training

*(Click "Repeat" if additional lines are needed)*

<b>Name of School(s)</b>	<b>Support Requested</b>	<b>District Support: Provide a brief description of resources and support to school(s) to meet evidence based practice. (Indicate the system)</b>	<b>Strategy Code - 1: safe/collaborative 2: effective instruction 3: viable curriculum</b>
Kipp Delta Elementary Literacy Academy	Need of viable curriculum providing a systematic approach to reading development; professional development to improve teacher understanding of best practices and the science of reading; coaching that provides teachers with support in developing of the professional development components being provided; provide support with students working below grade level	Purchase of Core Knowledge Language Arts curriculum; TNTP Core Knowledge Language Arts; professional development and coaching contract; HillCenter professional development and coaching contract; SEAS RtI software; Lexia Software; Heggerty curriculum materials; Shurley curriculum materials; purchase of DIBELS and SRI programs	2 and 3
KIPP Blytheville College Preparatory School	Need of viable curriculum providing a systematic approach to reading development; professional development to improve teacher understanding of best practices and the science of reading; coaching that provides teachers with support in developing of the professional development components being provided; provide support with students working below grade level	Purchase of Core Knowledge Language Arts Curriculum; TNTP Core Knowledge Language Arts professional development and coaching contract; HillCenter professional development and coaching contract; SEAS RtI software; Lexia Software; Heggerty curriculum materials; Shurley curriculum materials; purchase of DIBELS and SRI programs	2 and 3
KIPP Delta College Preparatory School	Professional development to improve teacher understanding of best practices in all content areas as it relates to the science of reading; coaching that provides teachers with support in developing as professionals as it relates to the science of reading; provide support with students working below grade	Purchase of independent reading books; SEAS RtI software; SRI software; Hill Center for Learning Structured Literacy Training; diagnostic testing by the Regional Literacy Director for possible signs of dyslexia and other areas of reading concern	2

	level		
KIPP Delta Collegiate High School	Professional development to improve teacher understanding of best practices in all content areas as it relates to the science of reading; coaching that provides teachers with support in developing professionals as it relates to the science of reading; provide support with students working below grade level	Purchase of independent reading books; SEAS RtI software; SRI software; Hill Center for Learning Structured Literacy Training; diagnostic testing by the Regional Literacy Director for possible signs of dyslexia and other areas of reading concern	2
KIPP Blytheville Collegiate High School	Professional development to improve teacher understanding of best practices in all content areas as it relates to the science of reading; coaching that provides teachers with support in developing professionals as it relates to the science of reading; provide support with students working below grade level	Purchase of independent reading books; SEAS RtI software; SRI software; Hill Center for Learning Structured Literacy Training; diagnostic testing by the Regional Literacy Director for possible signs of dyslexia and other areas of reading concern	2

**Explain how the district will monitor the fidelity of implementation of the school-level improvement plan(s). [do]**

School improvement plans will be monitored for fidelity at designated times throughout the school year to include: October 31, 2019, January 31, 2020, and April 30, 2020.

KIPP Delta Elementary Literacy Academy:

May 2019: **Identified core curriculum (Tier 1) for the 2019-2020 includes - Core Knowledge Language Arts Pre-K to 5th; Shurley English (grades K-5); Heggerty Phonological Awareness (grades K-3); HillRAP used for Tier 3 supports and special education (grades K-5)**

October 31, 2019: Review lesson plans and coaching sessions logged in TorshTalent to determine if Core Knowledge Language Arts is being used with fidelity. Review HillRAP coaching sessions as well as reports provided by the Hill Center for Learning to determine teacher fidelity with the program, number of sessions, time spent in each session. Review location of assessment data collection.

January 31, 2020: Collect data from the interim ACT, MAP, and DIBELS. If necessary, revisit lesson plans and coaching sessions logged in TorshTalent to determine if Core Knowledge Language Arts is being used with fidelity. If needed, revisit HillRAP coaching sessions as well as reports provided by the Hill Center for Learning to determine teacher fidelity with the program, number of sessions, time spent in each session. Evaluate teachers progress to completion of SoR requirements and follow-up as necessary.

April 30, 2020: Collect data from the Core Knowledge Language Arts assessments. Review HillRAP coaching sessions as well as reports provided by the Hill Center for Learning to determine student progress within each component and overall growth. Provide teachers with a curriculum survey to measure implementation of curriculum currently being used. Evaluate teachers progress to completion of SoR requirements and follow-up as necessary.

KIPP Blytheville College Preparatory School

May 2019: **Identified core curriculum (Tier 1) for the 2019-2020 includes - Core Knowledge Language Arts (grades K-6th); Shurley English (grades K-6); Heggerty Phonological Awareness (grades K-3); HillRAP used for Tier 3 supports and special education (grades K-6)**

October 31, 2019: Review lesson plans and coaching sessions logged in TorshTalent to determine if Core Knowledge Language Arts is being used with fidelity. Review HillRAP coaching sessions as well as reports provided

by the Hill Center for Learning to determine teacher fidelity with the program, number of sessions, time spent in each session. Review location of assessment data collection.

January 31, 2020: Collect data from the interim ACT, MAP, and DIBELS. If necessary, revisit lesson plans and coaching sessions logged in TorshTalent to determine if Core Knowledge Language Arts is being used with fidelity. If needed, revisit HillRAP coaching sessions as well as reports provided by the Hill Center for Learning to determine teacher fidelity with the program, number of sessions, time spent in in each session. Evaluate teachers progress to completion of SoR requirements and follow-up as necessary.

April 30, 2020: Collect data from the Core Knowledge Language Arts assessments. Review HillRAP coaching sessions as well as reports provided by the Hill Center for Learning to determine student progress within each component and overall growth. Provide teachers with a curriculum survey to measure implementation of curriculum currently being used. Evaluate teachers progress to completion of SoR requirements and follow-up as necessary.

KIPP Delta College Preparatory School:

May 2019: **Identified core curriculum (Tier 1) for the 2019-2020 includes - Wheatley English (grades 6-8); Shurley English (grades 6-8); HillRAP used for Tier 3 supports and special education (grades 6-8)**

October 31, 2019: Review lesson plans and coaching sessions logged in TorshTalent to determine if they aligned to the science of reading and included CLOSE reads and structured literacy components. Review HillRAP coaching sessions as well as reports provided by the Hill Center for Learning to determine teacher fidelity with the program, number of sessions, time spent in each session.

January 31, 2020: Collect data from the interim ACT, SRI, and HILLRAP. Review HillRAP reports provided by the Hill Center for Learning to determine student progress within each component. If necessary, revisit lesson plans and coaching sessions logged in TorshTalent to determine if they aligned to the science of reading and included CLOSE reads and structured literacy components. Evaluate teachers progress to completion of SoR requirements and follow-up as necessary.

April 30, 2020: Review HillRAP reports provided by the Hill Center for Learning to determine student progress within each component and overall growth. Collect data on curriculum assessments. Provide teachers with a curriculum survey to measure implementation of curriculum currently being used. Evaluate teachers progress to completion of SoR requirements and follow-up as necessary.

KIPP Delta Collegiate High School:

May 2019: **Identified core curriculum (Tier 1) for the 2019-2020 includes - KIPP AP for All English (grades 9-12); Prentice Hall Grammar (grades 9-12); HillRAP used for Tier 3 and special education supports (grades 9-12)**

October 31, 2019: Review lesson plans and coaching sessions logged in TorshTalent to determine if they aligned to the science of reading and included CLOSE reads and structured literacy components. Review HillRAP coaching sessions as well as reports provided by the Hill Center for Learning to determine teacher fidelity with the program, number of sessions, time spent in each session.

January 31, 2020: Collect data from the interim ACT, SRI, and HILLRAP. Review HillRAP reports provided by the Hill Center for Learning to determine student progress within each component. If necessary, revisit lesson plans and coaching sessions logged in TorshTalent to determine if they aligned to the science of reading and included CLOSE reads and structured literacy components. Evaluate teachers progress to completion of SoR requirements and follow-up as necessary.

April 30, 2020: Review HillRAP reports provided by the Hill Center for Learning to determine student progress within each component and overall growth. Collect data on curriculum assessments. Provide teachers with a curriculum survey to measure implementation of curriculum currently being used. Evaluate teachers progress to completion of SoR requirements and follow-up as necessary.

May 2019: **Identified core curriculum (Tier 1) for the 2019-2020 includes - Wheatley English (grades 6-8); Shurley English (grades 6-8); KIPP AP for All English (grades 9-12); Prentice Hall Grammar (grades 9-12); HillRAP used for Tier 3 and special education supports (grades 6-12)**

October 31, 2019: Review lesson plans and coaching sessions logged in TorshTalent to determine if they provide best practices and are aligned to the science of reading, as well as include implementation of independent reading, read alouds and vocabulary. Review Renaissance Learning for implementation of independent reading quizzes. Review HillRAP coaching sessions as well as reports provided by the Hill Center for Learning to determine teacher fidelity with the program, number of sessions, time spent in each session.

January 31, 2020: Collect data from the interim ACT, SRI, and HILLRAP as well as Illuminate data. Review Renaissance Learning for implementation of independent reading quizzes and student success reading within their individual ZPD. Review HillRAP reports provided by the Hill Center for Learning to determine student progress within each component. If necessary, revisit lesson plans and coaching sessions logged in TorshTalent to determine if they provide best practices and are aligned to the science of reading, as well as include implementation of independent reading, read alouds and vocabulary. Evaluate teachers progress to completion of SoR requirements and follow-up as necessary.

April 30, 2020: Review HillRAP reports provided by the Hill Center for Learning to determine student progress within each component and overall growth. Collect data on curriculum assessments. Review Illuminate data to determine the consistency of ACT mastery quizzes and how students are performing on said quizzes. Provide teachers with a curriculum survey to measure implementation of curriculum currently being used. Evaluate teachers progress to completion of SoR requirements and follow-up as necessary.

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**Explain how the district will evaluate the school-level improvement plan for progress. This explanation should include clearly defined expectations. [check]**

Collaboratively, school leaders and district personnel will look at testing calendar to update frequency of progress checks and evaluate the school level improvement plans for progress, including the Hill Center for Learning and TNTP visits.

KIPP Delta Elementary Literacy Academy:

October 31, 2019 - Evaluate fidelity of Core Knowledge Language Arts to determine adherence to the curriculum as it is designed including use of materials and assessments. Evaluate fidelity of HillRAP to determine adherence to the program structure and time frames outlined by the Hill Learning Center. Using the information collected to communicate to schools if they are in alignment with expectations. If they are in alignment, celebrate fidelity. If they are not in alignment, create a plan for coaching to support areas in need of improvement.

January 31, 2020 - Use interim ACT, MAP, and DIBELS scores to evaluate if Core Knowledge Language Arts, Heggerty, and HillRAP have led to student reading growth. If there is growth, continue using programs with fidelity. If there is no growth, meet with leadership to compare data from across the different interim assessments with the individual data and lesson plans from the curriculum to identify patterns to use in next steps. If teachers are not completing the required lessons for their SoR training, a plan will be put in place to assist them in meeting and maintaining the required timeline for completion.

April 30, 2020 - Evaluate student progress and growth in the HillRAP program and success with the Core Knowledge Language Arts assessments. Provide teachers with a curriculum survey. Use the data collected to plan for improvement next year and summer professional development. Use results of student data collected to date to determine students who will receive summer reading support. If teachers are not completing the required lessons for their SoR training, a plan will be put in place to assist them in meeting and maintaining the required timeline for completion.

#### KIPP Blytheville College Preparatory School:

October 31, 2019 - Evaluate fidelity of Core Knowledge Language Arts to determine adherence to the curriculum as it is designed including use of materials and assessments. Evaluate fidelity of HillRAP to determine adherence to the program structure and time frames outlined by the Hill Learning Center. Using the information collected to communicate to schools if they are in alignment with expectations. If they are in alignment, celebrate fidelity. If they are not in alignment, create a plan for coaching to support areas in need of improvement.

January 31, 2020 - Use interim ACT, MAP, and DIBELS scores to evaluate if Core Knowledge Language Arts, Heggerty, and HillRAP have led to student reading growth. If there is growth, continue using programs with fidelity. If there is no growth, meet with leadership to compare data from across the different interim assessments with the individual data and lesson plans from the curriculum to identify patterns to use in next steps. If teachers are not completing the required lessons for their SoR training, a plan will be put in place to assist them in meeting and maintaining the required timeline for completion.

April 30, 2020 - Evaluate student progress and growth in the HillRAP program and success with the Core Knowledge Language Arts assessments. Provide teachers with a curriculum survey. Use the data collected to plan for improvement next year and summer professional development. Use results of student data collected to date to determine students who will receive summer reading support. If teachers are not completing the required lessons for their SoR training, a plan will be put in place to assist them in meeting and maintaining the required timeline for completion.

#### KIPP Delta College Preparatory School:

October 31, 2019: Evaluate lesson plans for use of CLOSE reads and components of structured literacy. Evaluate fidelity of HillRAP to determine adherence to the program structure and time frames outlined by the Hill Learning Center. Using the information, communicate with schools if they are in alignment with expectations. If they are in alignment, celebrate fidelity. If they are not in alignment, establish a plan for coaching and/or additional professional development to support areas in need of improvement

January 31, 2020: Review data from the interim ACT, SRI and HILLRAP to evaluate if structured literacy components, CLOSE reading and HillRAP have led to student reading growth. If there is growth, continue using programs with fidelity. If there is no growth, meet with leadership to compare data from across the different interim assessments with the individual data and lesson plans to identify patterns to use in next steps. If teachers are not completing the required lessons for their SoR training, a plan will be put in place to assist them in meeting and maintaining the required timeline for completion.

April 30, 2020: Evaluate student progress in the HillRAP program and success with structured literacy and CLOSE reading. Provide teachers with a curriculum survey. Use the data collected to plan for improvement next year and summer professional development. Use results of student data collected to date to determine students who will receive summer reading support. If teachers are not completing the required lessons for their SoR training, a plan will be put in place to assist them in meeting and maintaining the required timeline for completion.

#### KIPP Delta Collegiate High School:

October 31, 2019: Evaluate lesson plans for use of CLOSE reads and components of structured literacy. Evaluate fidelity of HillRAP to determine adherence to the program structure and time frames outlined by the Hill Learning Center. Using the information, communicate with schools if they are in alignment with expectations. If they are in alignment, celebrate fidelity. If they are not in alignment, establish a plan for coaching and/or additional professional development to support areas in need of improvement

January 31, 2020: Review data from the interim ACT, SRI and HILLRAP to evaluate if structured literacy components, CLOSE reading and HillRAP have led to student reading growth. If there is growth, continue using programs with fidelity. If there is no growth, meet with leadership to compare data from across the different interim assessments with the individual data and lesson plans to identify patterns to use in next steps. If teachers are not completing the required lessons for their SoR training, a plan will be put in place to assist them in meeting and maintaining the required timeline for completion.

April 30, 2020: Evaluate student progress in the HillRAP program and success with structured literacy and close reading. Provide teachers with a curriculum survey. Use the data collected to plan for improvement next year and summer professional development. Use results of student data collected to date to determine students who will receive summer reading support. If teachers are not completing the required lessons for their SoR training, a plan will be put in place to assist them in meeting and maintaining the required timeline for completion.

KIPP Blytheville Collegiate High School:

October 31, 2019: Evaluate lesson plans for implementation of independent read alouds, vocabulary and best practices related to the science of reading. Evaluate fidelity of HillRAP to determine adherence to the program structure and time frames outlined by the Hill Learning Center. Using the information, communicate with the school if they are in alignment with expectations. If they are in alignment, celebrate fidelity. If they are not in alignment, establish a plan for coaching and/or additional professional development to support areas in need of improvement

January 31, 2020: Review data from the interim ACT, SRI and HILLRAP to evaluate if independent reading, read alouds, vocabulary and HillRAP have led to student reading growth. If there is growth, continue using programs with fidelity. If there is no growth, meet with leadership to compare data from across the different interim assessments with the individual data, including Illuminate and ACT Mastery quizzes, and lesson plans to identify patterns to use in next steps. If teachers are not completing the required lessons for their SoR training, a plan will be put in place to assist them in meeting and maintaining the required timeline for completion.

April 30, 2020: Evaluate student progress in the HillRAP program and success with independent reading, read alouds, and vocabulary. Provide teachers with a curriculum survey. Use the data collected to plan for improvement next year and summer professional development. Use results of student data collected to date to determine students who will receive summer reading support. If teachers are not completing the required lessons for their SoR training, a plan will be put in place to assist them in meeting and maintaining the required timeline for completion.

Allocation of Resources should align with the District Support Plan. Please add additional tabs for ESA funds to the 2019-2020 federal budget in Indistar. Directions for upload are provided.

[http://www.arkansased.gov/public/userfiles/Public\\_School\\_Accountability/Federal\\_Programs/REVISED\\_District\\_Use](http://www.arkansased.gov/public/userfiles/Public_School_Accountability/Federal_Programs/REVISED_District_Use)

**Rubric for district support plan:**

Status	Support Plan [plan]	Monitoring Timeline and written expectations [do]	Evaluation timeline and expectations [check]	Funding
Approved	Systems are examined and supports are identified that will ensure full implementation of the evidence based practices at the school level. District literacy plan addresses goals and prioritization of funding.	Monitoring timeline is explicit and written expectations are clear.	Evaluation timeline is explicit and written expectations are clear.	ESA budget is uploaded in Indistar as additional tab to the federal budget. Items align with district support plan.
Needs Improvement	Support plan does not address the identified needs of the schools and district. No support plan submitted.	Monitoring timeline and written expectations are not provided or need clarity.	Evaluation timeline and written expectations are not provided.	ESA budget is not uploaded to Indistar. Items are not aligned with district support plan.

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### Assurance

- I assure that administration of the District Plan of Support and the programs, practices, activities, and services provided by this plan will be in accordance with all applicable state and federal statutes.
  - I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statement, false claims or otherwise.
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**By typing my name in the space provided, I hereby certify that all facts, figures, and representations made are true and correct to the best of my knowledge.**

Carissa Godwin	10-21-19
Superintendent Signature	Date

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#### **ADE Feedback:**

December 12, 2019

Thank you for the revisions made to your district literacy support plan. It has been approved.

Please click submit.

Thank you.

November 26, 2019

Your Literacy District Support Plan has been reviewed. Please revise the following:

- Link or list the literacy curriculum and resources you are currently using.
- Create an ESA tab in your federal budget.
- Please specify the professional development for the SoR throughout plans.

Please contact the Federal Program's Office if you need support.

Click Submit.

Thank you,