



KIPP DELTA PUBLIC SCHOOLS

KIPP Delta Collegiate High School 2020-2021 School Improvement Plan

Priority and Goal

In the 2020-2021 school year, KIPP Delta Collegiate High School will prioritize achievement by providing reading support and interventions to students who are at least one grade level behind in order to meet our goal of 60% of KIPPsters meeting ACT Aspire readiness benchmarks in English and Reading.

Data

To determine our goal, our school's leadership reviewed the following student and family data: school matriculation; student reward earners; attendance, suspension rates, and expulsion rates as recorded in eSchool; school GPA data as reported in Schoolzilla; staff retention; reading data from Scholastic Reading inventory; Liveschool behavioral data; student achievement and proficiency from ACT Aspire and ACT tests; and data from KIPP Foundation student and family surveys. In 2019-2020, our attendance has been consistently above 95% (96.2%) and our year-over-year retention is up 6.5%. This is due in part to students feeling a sense of love and belonging while being supported academically with rigorous and engaging activities during class. However, we still have challenges as many of our students are reading below grade-level and have some difficulty with completing homework and/or special projects. Students who are in need of additional academic assistance or not properly prepared with completed assignments are placed in Mid-Day Study Hall to receive academic support and complete their coursework. This is likely impacting our metrics as currently 49.2% of students have a GPA of at least a 3.0 or higher; therefore, 50.8% of our students are below a 3.0. At the conclusion of the second term our reading ACT Aspire proficiency was 26%.

Supports, Interventions, or Practices

- Students will be grouped based on reading level into Critical Reading classes in order to receive additional reading support using a supplemental curriculum aligned to the science of reading
- Students requiring intense support will work with teachers who are trained in dyslexia strategies and build their foundational reading skills through HillRAP
- Students will receive independent reading books and have access to Overdrive and Kindle E-readers to increase the amount of independent reading they complete
- Students will begin each day with an independent reading period
- Students will earn reading growth rewards throughout the year for hitting reading benchmarks using Accelerated Reader



Professional Learning

- We will train teachers in HillRAP, Accelerated Reader, and ArkansasIDEAS Science of Reading and develop strategies for in-class reading and annotation to facilitate close reading
- We will provide teachers with professional development centered around incorporating close-reading strategies into their classrooms
- We will provide additional support to teachers in order to increase content-area reading and writing

Implementation, Monitoring, and Evaluation Timeline

Implementation Timeline

May 2020 -

- The leadership team will identify the areas of reading intervention needed based on yearly reading data.

June 2020 -

- Develop a reading growth tracker and create a vision for a school reading growth visual display.
- Create professional development for close-reading strategies.

July 2020 -

- Deliver professional development on close-reading, reading growth trackers and progress monitoring.
- Group students returning based on reading level and proficiencies.

August 2020 -

- Set expectations for reading intervention and rewards with students.
- Ensure 100% of students are administered a beginning of the year reading assessment to determine respective level.
- Provide coaching to teachers who need additional support successfully implementing close reading in their classrooms.

October 2020, January 2020, March 2021, May 2021 -

- Celebrate students who grow in reading.
 - Celebrate students who are growing and college ready in reading.
 - Evaluate effectiveness of strategies with teachers and school leadership team.
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Monitoring Timeline

Daily - Review % of students who did not have an independent reading book in Liveschool and report to the entire team and leadership.

Weekly - At leadership and GLC team meetings, evaluate and determine if reading strategies have been effective and identify areas of improvement. Identify teachers who require additional professional support and strategies. Improve practices through data driven instructional coaching sessions with staff.

Bi-Weekly - Review academic progress by reviewing Schoolzilla to determine if the reading strategies have an impact on grades. If there is no change in student grades, determine if students are reading appropriate texts.

Quarterly - Review academic data and compare the data to the prior year to determine if the strategy is effective or if adjustments in priorities need to occur.