



KIPP DELTA PUBLIC SCHOOLS

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



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- 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)
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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-

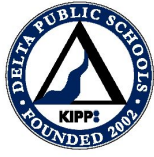
- SL will develop a plan and schedule for observations and feedback for teachers.

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.



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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