



# KIPP DELTA PUBLIC SCHOOLS

## 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.

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### 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.

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### 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



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- 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.



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## 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), Hillrap, 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.