



KIPP DELTA PUBLIC SCHOOLS

KIPP Delta Collegiate High School 2019-2020 School Improvement Plan

Priority and Goal

In the 2019 – 2020 school year, KIPP Delta Collegiate High School will prioritize reading achievement by providing reading support and interventions to students who are at least one grade level behind in order to meet our goal of 40% of KIPPsters meeting ACT Aspire readiness benchmarks in ELA.

Data

To determine our goal, our school's leadership reviewed the following student and family data: school matriculation, student reward earners, suspension rates, expulsion rates as recorded in eSchool, attendance; 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, survey data from KIPP Foundation student and family surveys. In 2018-2019, our attendance has been consistently above 95% (95.5%) and our year-over-year retention is up 5.9%. 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 with students being properly prepared with completed homework or other projects. Students who are not properly prepared with completed assignments are placed in lunch detention to complete their coursework. This is likely impacting our metrics as currently 53.10% of students have a GPA of at least a 3.0 or higher; therefore, 46.9% of our students are below a 3.0. At the conclusion of the third 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
- Schoolwide students will receive independent reading books and have access to Overdrive and Kindle E-readers to increase the amount of independent reading they complete
- Schoolwide, students will begin each day with an independent reading period
- Students requiring intense support will work with teachers who are trained in dyslexia strategies and build their foundational reading skills through HillRAP
- 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 develop strategies for in-class 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 2019 -

- Identify the areas of reading intervention needed in leadership team based on yearly reading data.

June 2019 -

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

July 2019 -

- Deliver professional development on close-reading, reading growth trackers and progress monitoring.

August 2019 -

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

October 2019, January 2019, March 2020, May 2020 -

- Celebrate students who grow 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 supports and strategies. Improve practices through one-on-one 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.