



KIPP DELTA PUBLIC SCHOOLS

KIPP Delta College Preparatory School 2020-2021 School Improvement Plan

Priority and Goal

In the 2020-2021 school year, KIPP Delta College Preparatory School will prioritize reading and writing growth by ensuring that 100% of students who were identified as Tier II or III (based on the I-Ready diagnostic and/or not ready on interim ACT Aspire assessments) grow at least one grade level, tier level and proficiency level (from in need of support to close, close to ready, etc.) on the Summative ACT Aspire reading assessment. At least 80% of students will produce grade-level writing that reflects an ability to craft writing in a voice appropriate to the writing style while using standard conventions of the English language.

Data

To determine our goal, our school's leadership reviewed the following student and family data: attendance, chronic absenteeism, suspensions, and expulsions as recorded in eSchool; behavior and student habit data from LiveSchool; and student achievement from ACT Aspire and I-Ready. In 2019-2020, our attendance has been consistently above 95%. Our school climate has improved over the prior year with fewer than 9% of students suspended and zero expulsions. This is, in part, due to students being actively engaged in class and participating in activities during the class period as reflected in Live School data. Students are also held to the standard of meeting behavior expectations daily and held accountable during lunch and after school detention when they fail to meet behavioral expectations or academic standards. As a result, Interim III ACT Aspire Assessment data reflects an increase in student readiness scores in the areas of English and Science. Proficiency scores in the area of reading declined between Interim II and III but are still higher than the proficiency scores for reading from summative testing completed in 2019.



Supports, Interventions, Practices, and Evaluation Timeline

As a result, we will prioritize increasing the number of students reading and writing on grade level.

Teachers will...	Assistant Principals will...	School Leader will...	Evaluation Date
<p>Ensure that students are being explicitly taught vocabulary and morphology in all content areas</p> <p>Marzano's Six Steps to teaching vocabulary.</p>	<p>Monitor teachers' lesson plans to ensure that vocabulary instruction is included on a weekly basis.</p> <p>Ensure teachers use vocabulary taught in exemplars and that vocabulary is highlighted in texts that students read.</p> <p>Ensure teachers have included throughout their lessons and/or homework for students to independently practice vocabulary.</p>	<p>Provide feedback to the assistant principal on the action steps created for the teacher for the purpose of increasing student independent reading and vocabulary instruction.</p>	<p>Daily/Weekly/Quarterly</p>
<p>Ensure Special Education students are using the HillRAP program with fidelity</p>	<p>Monitor teacher and student time working in the HillRAP program.</p> <p>Provide coaching and feedback to the teacher during HillRAP instruction to ensure fidelity</p>	<p>Provide feedback to the assistant principal on their feedback to the teacher.</p>	<p>Daily</p>
<p>Assign Reading Intervention for those students who have been identified</p>	<p>Review data from multiple data sources to identify intervention students.</p>	<p>Schedule progress monitoring timeline and review data alongside AP and</p>	<p>Bi-weekly/4 weeks/6 weeks</p>



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<p>as not reading on grade level.</p>	<p>Use various reading assessments to identify specific reading deficits and support teachers in creating targeted intervention lessons.</p>	<p>teachers.</p>	
<p>Connect content standards to curriculum assessments and instructional objectives.</p>	<p>Lead weekly data meeting and/or observation feedback meetings</p> <p>Provide coaching and/or feedback on understanding content standards and curriculum assessments.</p>	<p>Ensure assistant principal holds weekly data meetings and/or observation feedback meetings.</p>	<p>Weekly</p>
<p>Internalize modules before teaching through engaging content meetings</p>	<p>Along with the GLC, plan, facilitate, and provide feedback on module internalizations.</p> <p>Ensure module internalizations are happening according to the schedule</p> <p>Provide feedback to the GLC on execution of the module internalization</p>	<p>Co-observe and ensure assistant principal has planned and holds module internalizations before the start of each module</p> <p>Provide feedback to the AP on execution of module internalization and feedback provided to the GLC</p>	<p>Monthly</p>



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<p>Drive students mastery through teach-backs, internalization, LASW and/or data meetings.</p>	<p>Along with GLC, plan, facilitate, and provide feedback during teach-backs, lesson internalizations, LASW and/ or weekly data meetings.</p>	<p>Co-observe, ensure, and facilitate CTM protocols along with the assistant principal</p> <p>Provide feedback to the AP on execution of the CTM protocols and feedback provided to the GLC</p>	<p>Weekly</p>
<p>Use daily data tracking logs (intentional lapping) to frequently record student data throughout lessons and address student misconceptions quickly.</p>	<p>Provide feedback through data meetings and daily observations to ensure teachers are quickly addressing misconceptions and making lesson modifications based on collected data to ensure student mastery.</p>	<p>Co-Observe with AP to ensure AP is providing highest leverage feedback to teachers on daily data logs.</p> <p>Review feedback to ensure that the feedback will increase teacher proficiency in using data to drive instructional moves.</p>	<p>Daily</p>
<p>Use the Daily Data Dive (D3) protocol to drive reteaching plan</p> <p>Execute reteaching plan.</p>	<p>Check to use teachers are using the D3 protocol daily within their classrooms by observing the D3 tracker</p> <p>During O3s (One-on-Ones) assist teachers in creating and formalizing a strong reteaching plan.</p>	<p>Observe and provide feedback to the AP on the action steps given to teachers to ensure that those action steps are highest leverage to improve student mastery.</p>	<p>Daily</p>
<p>Analyze Checkpoint, Mid-Module, End of Module Assessment ACT Aspire Classroom Assessments and Interim Assessment data using DDI protocol</p>	<p>Schedule and execute data meetings with teachers.</p> <p>Provide meaningful feedback on student performance on standards assessed.</p>	<p>Co-observe and provide feedback to the AP on the action steps given to teachers to ensure that those action steps are highest leverage to improve student</p>	<p>Weekly Bi-Weekly Quarterly</p>



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		mastery of the skills and standard.	
Prepare and submit lesson plans for feedback in a timely manner	Provide timely feedback on lesson plans Ensure teachers have submitted lesson plans on time.	Provide feedback on the AP's feedback on the lesson plan.	Weekly
Be prepared and well planned to execute lessons daily	Schedule observations on a recurring basis, observe and provide feedback for teachers involving readiness for the lesson.	Co-observe and provide feedback to the AP on the action steps given to teachers to ensure that those action steps are highest leverage to improve teachers planning and execution of the lesson.	Daily
Execute Wheatley and writing curriculums with fidelity	Schedule, observe and provide feedback for teachers teaching each curriculum, and provide highest-leverage action steps to improve teacher execution of the lesson in order to ensure student mastery will increase.	Co-observe and provide feedback to the AP on the action steps given to teachers to ensure that those action steps are highest leverage to improve teachers execution of the lesson in order to ensure student mastery will increase.	Daily



Professional Learning

We will do the following to ensure that our teachers are continually learning and adapting to what our students need in order to show growth.

- Provide professional development weekly for our teachers in the following areas:
 - Assessment
 - Data Collection and Analysis
 - Teaching Cycle
 - Curriculum
 - Twice weekly observations with immediate feedback on the execution of the curriculum and lesson
 - Have weekly data meetings to ensure we are using our formative data to drive reteach plans and targeting students' misconceptions
 - Provide professional development on using the following programs/ curriculum with fidelity
 - KIPP Wheatley Reading Curriculum
 - HillRAP
 - I-Ready Reading
 - The Writing Revolution
 - Shurley English
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Implementation and Monitoring

June 2020	-Identify ELA teachers -Assess Professional Development needs for all teachers who support reading by completing a needs assessment with the current ELA teachers
June 2020	-Create/ Development Professional Development for teachers in the following areas: <ul style="list-style-type: none">● Assessment● Data Collection and Analytics● Teaching Cycle● Curriculum -Secure contract with I-Ready -Secure contract with the HillRAP program



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July 2020	<p>-Provide Professional Development for teachers in the following areas:</p> <ul style="list-style-type: none">• Assessment• Data Collection and Analytics• Teaching Cycle• Curriculum <p>-Provide teachers with access to I-Ready Reading and provide training for the program.</p> <p>-Provide teachers with access to HillRAP and provide training for the program.</p> <p>-Provide literacy and social studies teachers with access to the Graide Network which will be used to support feedback provided to students on required writing assessments in Literacy and Social Studies.</p>
August 2020	<p>-Share with students our reading priorities for the year.</p> <p>-Provide all students with access to I-Ready Reading and Math</p> <p>-Provide all intervention and special education students with access to HillRAP</p> <p>-Share expectations of reading intervention and its purpose</p> <p>-Share content writing submission expectations</p>
September 2020 -May 2021	<p>-Analyze student data from exit tickets, progress reports, report cards, ACT Aspire Classroom Assessments, ACT Aspire Interims, KIPP Wheatley Checkpoint assessments and KIPP Wheatley End of Module Assessments to inform us of how students are progress and the efficacy of the reading interventions.</p> <p>-Celebrate students who move out of reading interventions</p>