



KIPP DELTA PUBLIC SCHOOLS

KIPP Blytheville Collegiate High School 2019-2020 School Improvement Plan

Priority and Goal

In the 2019 – 2020 school year, KIPP Blytheville Collegiate High School will prioritize improving literacy instruction in order to meet our goal of closing the reading gap by moving 60% of students into the close, ready, or exceeding categories on the ACT Aspire test.

Data

To determine our goal, our school's leadership reviewed the following student and family data: attendance, chronic absenteeism, and suspensions as recorded in eSchool; reading data from Scholastic Reading Inventory; 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. In 2018-2019, our attendance at the start of the year was 88% and has increased to 94%. This increase was largely due to our school creating incentives for students based on their attendance using Liveschool and creating a system to reach out to families when students are not present at school. Our school climate has improved over the prior year with fewer than 29% of students suspended in comparison to 44% of students last year. Moreover, in comparison to last year, our parent survey suggests that over 80% of parents are proud that their child attends KIPP.

In terms of academic data, we have shown growth from quarter 1 to quarter 3 of this school year. In 7th grade, students have shown a 20% increase in ELA, 15% increase in Reading and a 14% increase in Math from interim 1 to inschool 3. At 8th-grade, students increased by 8% in Math, at 9th-grade students increased by 24% in ELA and 8% in Reading at 9th grade. Currently, seniors have an average score of 17 on the reading test which is below the college-ready benchmark of a 22. However the junior class has a current average of 18 on the ACT and have grown 4 points since the beginning of the school year. Despite these slight increases, we still have a significant challenge with students reading on grade level. This is likely also impacting our test scores as less than 30% of students are reading on grade level. In order to address the issue of low reading performance, we will prioritize improving literacy instruction. Research has shown that when schools focus on reading, it has a direct positive outcome on student performance in other content areas and on standardized tests.

Supports, Interventions, or Practices

- We will set a school-wide expectation around students reading independent books that are on their independent reading level.



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- In grades, 7-12 students will use Accelerated Reader to assess reading comprehension.
- Each quarter in grades 7-12 students will SRI test to progress monitor their Lexile reading levels. Additionally, students in grades 9-11 will take the ACT interim test each quarter.
- We will offer critical reading classes as a required course for any student that is more than 2 years behind in reading based on their most recent score on SRI test. Students will continue to receive regular instruction in the classroom on grade level. This class will be a supplemental class.
- Students will have access to a digital library where they can read leveled books.
- We will continue to support students who are struggling in the summer with Hill Rap and summer school.
- We will celebrate students quarterly who meet or exceed their current reading goal.

Professional Learning

- We will train all ELA teachers on how to use AR and SRI systems.
- We will train all teachers on how to use data from AR and SRI to inform their instructional practices.
- All SPED teachers will complete the “Science of Reading” and “HillRAP” trainings.
- All ELA teachers will participate in monthly content meetings.

Implementation, Monitoring, and Evaluation Timeline

Implementation Timeline.

| Time | Action Item |
|-------------|---|
| May 2019 | <ol style="list-style-type: none"> 1. Define independent reading expectations with the school’s leadership team 2. SRI test all students currently enrolled |
| June 2019 | <ol style="list-style-type: none"> 1. Create a Professional Development for teachers on how to use SRI and AR sites and how to use the data to inform instructional practice. 2. Create an enabling system that will allow us to track and progress to monitor student reading data |
| July 2019 | <ol style="list-style-type: none"> 1. Deliver Professional Development for teachers on how to use SRI and AR sites, how to use the data to inform instructional practice and enabling systems. |
| August 2019 | <ol style="list-style-type: none"> 1. SRI test any newly enrolled students 2. Set expectations with students and families around independent reading books. 3. Provide real-time coaching and complete data analysis with teachers who |

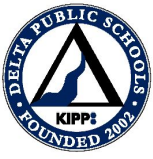


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| | are not using the system or not moving students in terms of growth. |
| October 2019 | <ol style="list-style-type: none"> 1. SRI test all students 2. Provide real-time coaching and complete data analysis with teachers who are not using the system or not moving students in terms of growth. 3. Celebrate students that have met or exceeded their SRI goal. |
| January 2020 | <ol style="list-style-type: none"> 1. SRI test all students 2. Provide real-time coaching and complete data analysis with teachers who are not using the system or not moving students in terms of growth. 3. Celebrate students that have met or exceeded their SRI goal. |
| March 2020 | <ol style="list-style-type: none"> 1. SRI test all students 2. Provide real-time coaching and complete data analysis with teachers who are not using the system or not moving students in terms of growth. 3. Celebrate students that have met or exceeded their EOY SRI goal. |
| May 2020 | <ol style="list-style-type: none"> 1. SRI test all students 2. Provide real-time coaching and complete data analysis with teachers who are not using the system or not moving students in terms of growth. 3. Celebrate students that have met or exceeded their SRI goal. |

Monitoring and Evaluation Timeline

| Time | Action Item |
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| Daily | School Leader and AP will ensure : <ol style="list-style-type: none"> 1. Students have to be reading an independent leveled text 2. Students will have an on grade text to read in ELA 3. Students and teacher will read text aloud during class 4. The teachers will review background information and key vocabulary related to the text. |
| Weekly | School Leader and Ap will monitor growth on comprehension and vocabulary quizzes based on chapters read during ELA class. |
| Bi-Weekly | School Leader and AP will monitor students scores and growth on: <ol style="list-style-type: none"> 1. Comprehension and vocabulary quizzes based on their independent books reading books 2. ACT Mastery Quizzes in Reading (9-12) |
| Monthly | School Leader and AP will ensure that teachers are using the writing process to help students write a book reports on the text that they are reading in class. |
| Quarterly | School Leader and Ap ensure that Teachers are SRI and AR testing students student to determine reading growth. |



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| Semester | School Leader and Ap will ensure that the school has a Scholastic Book Fair within each semester. |
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