



KIPP DELTA PUBLIC SCHOOLS

KIPP Delta Elementary Literacy Academy 2019-2020 School Improvement Plan

Priority and Goal

In the 2019 – 2020 school year, KIPP Delta Elementary Literacy Academy will prioritize building a culture of achievement in order to meet our goal of at least 60% of students earning a close, ready, or exceeding score on the ACT Aspire literacy assessments.

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; 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 ELA has a Q3 average daily attendance rate of 96.4%. This represents a 0.5% improvement in attendance rate since last school year. Our attendance rate is lowest in kindergarten at 94.6% and highest in fifth grade at 97.5%. Our suspension rate year to date is 0.8% with a lower suspension rate for students with special needs than our regular education population. On our most recent ACT Aspire interim assessment, 61% of students were proficient in English, 31% in reading, 21% in science, and 29% in math. Our interim results in English, science, and math have been steady over the three administrations this year. Our reading interim proficiency has increased from 20% to 32% over the course of the school year. These results are comparable to our 2017 - 2018 ACT Aspire summative results with 63% of students meeting benchmark in English, 21% meeting benchmark in reading, 18% meeting benchmark in science, and 32% meeting benchmark in math. On our KIPP Foundation parent and student surveys, parents say that they choose KIPP Delta ELA for our focus on academics and character more than any other reason. Our families and students also report that students have some level of difficulty getting help from a staff member when they experience bullying at school. 62% of students reported at least slight difficulty getting help from an adult with bullying and 39% of parents reported at least slight difficulty getting help from an adult with bullying at school.



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Supports, Interventions, or Practices

KIPP Delta Elementary Literacy Academy will make a number of changes to create a culture of achievement in the school where kids are deeply engaged in class, put forth their best effort everyday, and achieve academically on or above grade level. First, we are replacing our literacy curriculum to implement Core Knowledge Language Arts. We chose this curriculum because of its strong alignment to the science of reading. We are confident that the new curriculum, with a clear, standards-driven approach to instruction, deep grounding in phonemic awareness and phonics through second grade, emphasis on building background knowledge, and a well-documented research base will improve students' performance in literacy. Additionally, we will continue to implement a reading intervention program called HillRAP. This program has shown promising initial results in our first year of implementation and we are planning to triple the number of students served by the intervention program by adding two instructional assistants to the intervention team.

Second, we will continue to implement and deepen our commitment to a culture of earning and logical consequences. We will implement an incentive system across the school using LiveSchool as a technology platform to recognize positive behaviors and track negative behaviors. We will tie incentives such as the school store, field lessons, and other school privileges to the points earned in LiveSchool. We will equip teachers to integrate the recognitions and deductions into their classroom management practices to ensure we are consistently recognizing positive behaviors and addressing misbehaviors. Additionally, we will implement an anti-bullying program to address the concerns students and families have raised about bullying at school.

Professional Learning

We will have two priorities for professional development for the 2019 - 2020 school year. First, we will engage in professional development to effectively implement the Core Knowledge Language Arts curriculum. This professional development will include building teachers' background knowledge to teach the curriculum, understanding the curriculum design, analyzing student assessment data from the curriculum, and observing and coaching the teachers on the curriculum implementation. Additionally, we will have our intervention team participate in training for the HillRAP reading intervention program. This training will be grounded in the science of teaching reading and effective program implementation.

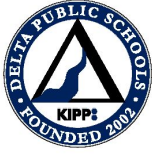


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Our second priority will be in building a culture of achievement in the school. This will include professional development on key messages, growth mindset, and effective effort. Additionally, we will conduct professional development with follow up observation and coaching on establishing strong routines in classrooms and across the school, implementing logical consequences, and effective student discipline to ensure our teachers are equipped to run classrooms with a high level of focus and hard work. Additionally, we will conduct professional development throughout the year to implement and reinforce an anti-bullying program.

Implementation Timeline, and Monitoring, and Evaluation Timeline

May 2019	<ul style="list-style-type: none"> ● Order Core Knowledge Language Arts (CKLA) materials
June 2019	<ul style="list-style-type: none"> ● Conduct training for instructional leaders on CKLA ● Reading intervention staff will participate in training on the HillRAP reading intervention program
July 2019	<ul style="list-style-type: none"> ● Conduct training for all teachers on CKLA ● Order materials for HillRAP program implementation ● Students will be scheduled for reading interventions ● Complete workshop for staff on logical consequences using <i>Teaching with Love and Logic</i> ● Conduct training on LiveSchool implementation for staff ● Setup LiveSchool accounts for all students
August 2019	<ul style="list-style-type: none"> ● Begin implementation of CKLA curriculum, HillRAP reading intervention program, and anti-bullying program ● Begin weekly observations and coaching on CKLA implementation ● Begin weekly observations and coaching on CKLA implementation ● Share LiveSchool account access with parents ● Begin sending home weekly LiveSchool student reports to families ● Open school store for students to shop using their LiveSchool points ● School leadership begins weekly monitoring of LiveSchool for efficacy of implementation
October 2019	<ul style="list-style-type: none"> ● Conduct first quarter review of CKLA student assessment data ● Conduct first quarter review of HillRAP student progress data ● Conduct first quarter review of student culture and implementation of anti-bullying program



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December 2019	<ul style="list-style-type: none">• Conduct second quarter review of CKLA student assessment data• Conduct second quarter review of HillRAP student progress data• Conduct second quarter review of student culture and implementation of anti-bullying program
March 2020	<ul style="list-style-type: none">• Conduct third quarter review of CKLA student assessment data• Conduct third quarter review of HillRAP student progress data• Conduct third quarter review of student culture and implementation of anti-bullying program
June 2020	<ul style="list-style-type: none">• Conduct end-of-year review of CKLA student assessment data• Conduct end-of-year review of HillRAP student progress data• Conduct end-of-year review of student culture and implementation of anti-bullying program