KIPP: DELTA
PUBLIC SCHOOLS

KIPP Delta College Preparatory School
2021-2022 School Improvement Plan

Priority and Goal

In the 2021-2022 school year, KIPP Delta College Preparatory School will prioritize math, reading, writing, science, and language arts 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 assessment. In addition, at least 65% of all students will score on grade level in math, reading, writing, science, and language arts for the Summative ACT Aspire assessment.

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; behavior and student habit data from LiveSchool; and student achievement from ACT Aspire and I-Ready. In 2020-2021, our attendance was significantly lower (partly due to Covid 19). 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. Interim results for 7th grade reading, science, and language arts significantly increased upon implementation of essential standards, lesson plan reviews, and professional learning communities.

Supports, Interventions, Practices, and Evaluation Timeline

Teachers will…	Content Leads will…	School Leader will…	Evaluation Date
• Ensure that students are being explicitly taught vocabulary and morphology in all content areas Marzanos's Six Steps to Teaching	• Monitor teachers' lesson plans to ensure that vocabulary instruction is included on a weekly basis. • Ensure teachers use vocabulary taught in exemplars and that vocabulary is	• Provide feedback to the Content Leads on the action steps created for the teacher for the purpose of increasing student independent reading and	Daily/Weekly/Quarterly

Vocabulary.	highlighted in texts that students read. • Ensure teachers have included throughout their lessons and/or homework for students to independently practice vocabulary.	vocabulary instruction.	
• Ensure Special Education students are using the HillRAP program with fidelity.	• Monitor teacher and student time working in the HillRAP program. • Provide coaching and feedback to the teacher during HillRAP instruction to ensure fidelity	• Provide feedback to the content lead on their feedback to the teacher.	Daily
• Assign Reading Intervention for those students who have been identified as not reading on grade level.	• Review data from multiple data sources to identify intervention students. • Use various reading assessments to identify specific reading deficits and support teachers in creating targeted intervention lessons.	• Schedule progress monitoring timeline and review data alongside content leads and teachers.	Bi-weekly/4 weeks/6 weeks
• Connect essential standards to curriculum assessments and instructional objectives.	• Lead weekly data meeting and/or observation feedback meetings. • Provide coaching and/or feedback on understanding content standards and curriculum assessments.	• Ensure content leads hold PLC, Lesson Plan Reviews, Weekly data meetings and observation feedback meetings.	Weekly
• Internalize lesson plans and lesson plan reviews before teaching through engaging content meetings	• Along with the GLC, plan, facilitate, and provide feedback on module internalizations. • Ensure module	• Co-observe and ensure department chairs provide objective feedback and engage in lesson plan review.	Weekly

	internalizations are happening according to the schedule. • Provide feedback to the GLC on execution of the module internalization.		
• Drive students mastery through teach-backs, internalization, and/or data meetings.	• Along with GLC, plan, facilitate, and provide feedback during teach-backs, lesson internalizations, and/ or weekly data meetings.	• Co-observe, ensure, and facilitate CTM protocols along with department chairs. • Provide feedback to the content leads on execution of the protocols and feedback provided to the department chair	Weekly
• Use daily data tracking logs (intentional lapping) to frequently record student data throughout lessons and address student misconceptions quickly.	• 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.	• Co-observe with department leads to ensure leads are providing highest leverage feedback to teachers on daily data logs. • Review feedback to ensure that the feedback will increase teacher proficiency in using data to drive instructional moves.	Daily

• Use the Daily Data Dive (D3) protocol to drive reteach plan • Execute re-teaching plan.	• Check to use teachers are using the D3 protocol daily within their classrooms by observing the D3 tracker • During O3s (One-on-Ones) assist teachers in creating and formalizing a strong reteach plan.	• Observe and provide feedback to content leads on the action steps given to teachers to ensure that those action steps are the highest leverage to improve student mastery.	Daily
• Analyze ACT Aspire Classroom assessments, Interim Assessment data, and Error analysis using DDI protocol	• Schedule and execute data meetings with teachers. • Provide meaningful feedback on student performance on standards assessed.	• Co-observe and provide feedback to the content leads on the action steps given to teachers to ensure that those action steps are the highest leverage to improve student mastery of the skills and standard.	Weekly Bi-Weekly Quarterly
• Prepare and submit lesson plans for feedback one week in advance.	• Provide timely feedback on lesson plans. • Ensure teachers have submitted lesson plans on time.	• Provide feedback on the content leads 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 content leads on the action steps given to teachers to ensure that those action steps are the	Daily

		highest leverage to improve teachers planning and execution of the lesson.	
• Execute literacy 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 content leads on the action steps given to teachers to ensure that those action steps are the 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
  - My Perspectives Reading Curriculum
  - HillRAP
  - I-Ready Reading

- ○ Lexia PowerUp
- ○ Shurley English
- ○ DreamBox

Implementation and Monitoring

June 2021	-Identify ELA teachers. -Assess Professional Development needs for all teachers who support. reading by completing a needs assessment with the current ELA teachers. -Identify essential standards for all disciplines.
June 2021	-Create/ Development Professional Development for teachers in the following areas: ● Common Assessment ● Error Analysis ● RTI2 ● Viable Curriculum ● PLC
July 2021	-Provide Professional Development for teachers in the following areas: ● Common Assessment ● Error Analysis ● RTI2 ● Viable Curriculum -Provide teachers with access to I-Ready Reading and provide training for the program. -Provide teachers with access to HillRAP and provide training for the program.
August 2021	-Share with students our reading priorities for the year. -Provide all students with access to I-Ready Reading and Math. -Provide all intervention and special education students with access to HillRAP. -Share expectations of reading intervention and its purpose. -Share content writing submission expectations. -Share essential standards with parents and students. -Reintroduce students to Lexia Powerup.
September 2021 -May 2022	-Analyze student data from exit tickets, progress reports, report cards, ACT Aspire Classroom Assessments, ACT Aspire Interims, and Lexia PowerUp -Assessments to inform us of how students are progressing and the efficacy of the reading interventions. -Celebrate students who move out of reading interventions.