

KIPP Delta Elementary Literacy Academy
2022-2021 School Improvement Plan

Priority and Goal

In the 2022 – 2021 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 had an average daily attendance rate of 80%. This represents a decline in student attendance which came as a result of altering our learning environments to support families during COVID-19. Our suspension rate year to date is lower for students with special needs than our regular education population. On our most recent ACT Aspire Summative assessment 25% of our students demonstrated proficiency in reading and 10% of our students demonstrated proficiency in math. Our interim results in English, science, and math have been steady over the three administrations this year. 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 stakeholders feel that we need to increase our communication systems that are more proactive and efficient.

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 every day, and achieve academically on or above grade level. First, we are continuing to double down on our literacy curriculum Core Knowledge Language Arts and effectively implementing all components of the curriculum. We chose this curriculum because of its strong alignment to the science of reading. We are confident that the 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 promise since its two year implementation and we are planning to significantly increase the number of students served by the intervention program by adding one instructional assistant to the intervention team and using our elective teachers as interventionists.

Second, we will continue to implement and deepen our commitment to a culture of earning and logical consequences. We continue to refine and implement the 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 2022 - 2021 school year. First, we will engage in professional development to continue to effectively implement the Core Knowledge Language Arts curriculum. This professional development will include building new 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.

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

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| May 2021 | <ul style="list-style-type: none"> ● Re-order Core Knowledge Language Arts (CKLA) materials ● Unit Internalization of the remaining units from the CKLA curriculum. |
| June 2021 | <ul style="list-style-type: none"> ● Conduct training for instructional leaders (Grade Level Chairs, APs) on CKLA ● Reading intervention staff will participate in training on the HillRAP reading intervention program and have at-bats virtually during the summer. |
| July 2021 | <ul style="list-style-type: none"> ● Conduct training for all new teachers on CKLA ● Conduct internalization meetings for teachers ● Have teach-backs for teachers to receive feedback on the execution of the CKLA lessons. ● Order materials for HillRAP program implementation ● Students will be scheduled for reading interventions ● Complete workshop for new staff on logical consequences using <i>Teaching with Love and Logic</i> ● Conduct training on LiveSchool implementation for new staff ● Setup LiveSchool accounts for all new students and monitor rollover for returning students |
| August 2021 | <ul style="list-style-type: none"> ● Continue implementation of CKLA curriculum, HillRAP reading intervention |



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| | <p>program, and anti-bullying program</p> <ul style="list-style-type: none">● 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 2021 | <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 |
| December 2021 | <ul style="list-style-type: none">● Conduct second quarter review of HillRAP student progress data● Conduct second quarter review of CKLA student assessment data● Conduct second quarter review of student culture and implementation of anti-bullying program |
| March 2022 | <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 2022 | <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 |