

KIPP Delta Public Schools
 514 Missouri Street
 Helena, AR 72324

District Support Plan 2022-2023

District	KIPP Delta Public Schools
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Explain the needs assessment process used to identify the focus of the school improvement plans(s).

As the 2021-2022 school year came to an end, KIPP Delta Public Schools continued to work under the direction of the Interim Executive Director. School leaders and the interim executive director met to review last year’s school improvement plans and the district plan along with the current GPA and academic data, attendance, reading level data, RTI2 data and action plans, chronic absenteeism, enrollment data, student and family survey data, behavior and student habit data from Live Schools, ACT Aspire, MAP, DIBELS standardized data, and suspensions and expulsions as recorded in eSchools. After an analysis of the data, school leaders each developed their school-improvement plans that focused on the specific needs of the teachers and students within their schools.

Additionally, KIPP Delta Public schools partnered with TNTP (formerly The New Teacher Project) for SY 2022-2023 to support the academic and coaching development throughout the district. After reviewing the school improvement plans and consulting with TNTP, a professional development plan for three weeks prior to the start of school as well as weekly learning opportunities throughout the school year was created.

District Literacy Plan	
(1) Goals for improving reading achievement throughout the district.	<p><u>District Wide Goals</u></p> <ul style="list-style-type: none"> • KIPP Delta students will increase reading proficiency to ensure 50% of students in science, 50% in math, 50% of students in reading, and 75% of student in English are ready and exceeding on the ACT Aspire and 50% are college-ready on the ACT by high school graduation by investing families, providing literacy coaching, increasing the frequency of the core content team meetings, and ensuring fidelity to our core content curricula. Additionally, KIPP Delta will host a Literacy Night for families in the fall and

spring semesters.

- 100% of school leaders will participate in monthly professional learning and coaching sessions to deepen their literacy instructional coaching work with teachers.
- 100% of KIPP instructional staff and administrators will complete the required training necessary to meet the state Science of Reading requirements.
 - K-6 teachers will work through pathway N by completing the LETRS modules 1-6.
 - All special education teachers and our reading interventionists in grades K-12 will work through pathway L by completing the HillRAP/HillWrite training and certification.
 - All Administrators will complete the LETRS modules 1-6 professional development and the state required Science of Reading Assessor training.
- KIPP Delta will use the Arkansas TESS Rubric to support leaders' and teachers' in their professional development.
- 100% of students at KIPP Delta working well-below or in need of support on the DIBELS, MAP, and/or ACT Aspire will be evaluated for the characteristics of dyslexia and provided support through Tier 2 or Tier 3 as appropriate.

K-2 Goals

- As measured by grade-level DIBELS, 90% of KIPP Delta K-2 students will build their foundational skills so that they can read and decode grade level texts accurately and fluently by third grade.
- For KIPP Delta K-2 students, 10% of the school day will be spent with eyes on text as a result of fidelity to curricula.

3-12 Goals

- 100% of KIPP Delta Schools will provide reading intervention for all students reading two or more grade-levels behind and assess reading growth for those students at the end of each quarter.
- 90% of students in grades 9-12 identified as ready or exceeding on the ACT Aspire or college ready on the ACT will participate in a

	<p>college-level course as part of their regular coursework.</p> <ul style="list-style-type: none"> • 30% of each school day will be spent with eyes on content area text as a result of fidelity to the curricula as measured by classroom observations and monthly monitoring.
<p>(2) Prioritization of funding, including without limitation enhanced student achievement (ESA) state categorical funds to improve reading achievement throughout the district.</p>	<p>Funding for the Director of Special Education will support monitoring of Special Education services, reviewing ongoing data, and providing professional development for teachers of special education throughout the region</p> <p>Funding of the RTI2 Director will support monitoring progress, reviewing ongoing data, facilitating RTI2 meetings, providing professional development, providing instructional coaching, and working as the liaison with external organizations.</p> <p>Purchase of Core Knowledge Language Arts (CKLA) curriculum, both knowledge and foundational skills; myPerspectives English curriculum; Heggerty resources, Eureka math, Discovery Education, Amplify Science, and HMH Social Studies/History will ensure students are moving towards grade-level benchmarks across all content areas.</p> <p>Purchase of domain specific trade books for CKLA will support knowledge and vocabulary development.</p> <p>Renewal of DIBELS will support data collection and remediation of students in all Tiers of instruction (Tier 1, Tier 2, and Tier 3)</p> <p>Purchase of independent reading books will support goals for time students spend with eyes on text.</p> <p>Course enrollment for students at Phillips County Community College and Arkansas Northeastern College will ensure our proficient and exceeding readers continue to grow in their literacy skills.</p> <p>Renewal of Torsh Talent will support the goal setting, progress monitoring, and coaching of teachers.</p> <p>Renewal of SEAS software programs will support the monitoring of Special Education Services, 504s and RTI intervention plans for students.</p> <p>Purchase of Voyager Sopris <i>Language</i> will be used</p>

to support students in Strategic Reading in grades 6-8 and Critical Reading in grades 9-10 who are working more than two years below grade level.

KIPP Delta will purchase professional development and coaching to support instructional leaders and teachers in executing existing curricula with fidelity and rigor to move students closer to grade-level proficiency.

The purchase of Science of Reading aligned materials for professional development, which will support more teachers and leaders in completing their required Science of Reading requirements.

Purchase of software supports for ELL student population will support their work in the content area as well as their development of the English language.

Name of School(s)	Support Requested	District Support: Provide a brief description of resources and support to school(s) to meet evidence-based practice. (Indicate the system)	Strategy Code - 1: safe/collaborative; 2: effective instruction; 3: viable curriculum
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<p>KIPP Delta Elementary Literacy Academy</p>	<p>Ongoing professional development and coaching to build a culture of achievement.</p> <p>Ongoing professional development and coaching to improve teacher implementation of High Quality Instructional Materials (HQIM) for all content areas.</p> <p>Provide coaching support for instructional leaders as they support teachers in their day-to-day work.</p> <p>Support to meet intervention needs for students working below grade level.</p> <p>Provide strategies for increasing family literacy development and homework supports</p>	<p>District is working in collaboration with school leaders to develop and present professional development for all staff members that supports a growth mindset for both staff and students.</p> <p>Working with TNTP and District Academic Team, schools will provide weekly professional development and coaching for teachers focused on the implementation of HQIM provided for each content area.</p> <p>District Managing Director of Academics will provide weekly coaching and instructional support for the school's instructional leadership team.</p> <p>District Academic Team will continue to support the RTI process at each school by identifying students working substantially below grade level, gathering initial and progress monitoring data, and holding meetings to plan and support teachers/interventionists as they work with students. Teachers will implement myPerspectives English/Reading curriculum with a focus on building vocabulary and deeper conceptual knowledge.</p> <p>The district will facilitate a coaching and leadership support contract which will provide professional development and coaching support that focuses on classroom practices.</p> <p>Continued implementation of Connections for students working in Tier 3 of RTI.</p> <p>KIPP Delta will monitor and support school leaders and teachers with the completion of the IDEAS</p>	<p>2 and 3</p>
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		<p>professional development in the Science of Reading.</p> <p>KIPP Delta will provide LETRS materials and licenses for professional development for the Science of Reading for administrators and special education teachers</p>	
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<p>KIPP Blytheville College Preparatory School</p>	<p>Ongoing Professional development and coaching to improve teacher understanding of best practices and implementation of the science of reading</p> <p>Coaching support for instructional leaders as they support teachers in their day-to-day work</p> <p>Support to meet intervention needs for students working below grade level</p> <p>Strategies for increasing family literacy development and homework supports</p>	<p>District is working in collaboration with school leaders to develop and present professional development for all staff members that supports a growth mindset for both staff and students.</p> <p>Working with TNTP and District Academic Team, schools will provide weekly professional development and coaching for teachers focused on the implementation of HQIM provided for each content area.</p> <p>District Managing Director of Academics will provide weekly coaching and instructional support for the school's instructional leadership team.</p> <p>District Academic Team will continue to support the RTI process at each school by identifying students working substantially below grade level, gathering initial and progress monitoring data, and holding meetings to plan and support teachers/interventionists as they work with students.</p> <p>District Academic Team will continue to support the implementation of Tier 1 literacy centers in all K-2 classrooms.</p> <p>Heggerty curriculum materials will be used to provide additional curriculum support in phonological awareness.</p> <p>Teachers in grades K-5 will continue with the implementation of Core Knowledge Language Arts (CKLA) with a focus on building vocabulary and deeper conceptual knowledge. Teachers in grades K-2 will implement CKLA Skills to focus on the foundational skills of reading development.</p>	<p>2 and 3</p>
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		<p>The district will facilitate a coaching and leadership support contract which will provide professional development and coaching support that focuses on classroom practices and leadership development.</p> <p>LETRS licenses and materials for professional development in the Science of Reading for both teachers and administrators will ensure that all instructional staff are meeting their professional requirements and deepening their knowledge to better meet the needs of their students.</p> <p>Learning for families around literacy and homework assistance for students by working with Springboard Collaborative will support families as they work with their students.</p> <p>DIBELS will be used at the BOY, MOY, and EOY to identify and monitor the needs of students working below grade level.</p> <p>Continued implementation of Connections for students working in Tier 3 of RTI.</p>	
<p>KIPP Delta College Preparatory School</p>	<p>Increase student proficiency in reading and writing in all grade level content areas</p> <p>Ongoing professional development and coaching to improve teacher development around the best practices and implementation of the science of reading in all content areas</p> <p>Coaching for instructional leaders as they support</p>	<p>District is working in collaboration with school leaders to develop and present professional development for all staff members that supports a growth mindset for both staff and students.</p> <p>Working with TNTP and District Academic Team, schools will provide weekly professional development and coaching for teachers focused on the implementation of HQIM provided for each content area.</p> <p>District Managing Director of</p>	<p>2 and 3</p>

	<p>teachers in their day-to-day instructional work</p> <p>Provide intervention needs for students working below grade level</p>	<p>Academics will provide weekly coaching and instructional support for the school's instructional leadership team.</p> <p>District Academic Team will continue to support the RTI process at each school by identifying students working substantially below grade level, gathering initial and progress monitoring data, and holding meetings to plan and support teachers/interventionists as they work with students. Teachers will implement myPerspectives English/Reading curriculum with a focus on building vocabulary and deeper conceptual knowledge.</p> <p>The district will facilitate a coaching and leadership support contract which will provide professional development and coaching support that focuses on classroom practices.</p> <p>Continued implementation of Connections for students working in Tier 3 of RTI.</p> <p>KIPP Delta will monitor and support school leaders and teachers with the completion of the IDEAS professional development in the Science of Reading.</p> <p>KIPP Delta will provide LETRS materials and licenses for professional development for the Science of Reading for administrators and special education teachers</p>	
<p>KIPP Delta Collegiate High School</p>	<p>Increase student proficiency in reading and writing in all grade level content areas</p> <p>Ongoing professional</p>	<p>District will continue to support the RTI2 process at each school through the Student Success Coordinator on each campus and the use of the SEAS software. Each coordinator will support the</p>	<p>2 and 3</p>

	<p>development and coaching to improve teacher development around the best practices and implementation of the science of reading in all content areas</p> <p>Coaching for instructional leaders as they support teachers in their day-to-day instructional work</p> <p>Provide intervention needs for students working below grade level</p>	<p>identification process of students working substantially below grade level, gather initial and progress monitoring data, and hold meetings to plan and support teachers/interventionists as they work with students.</p> <p>Lexia software will continue to be used to provide students with individualized learning paths.</p> <p>The district will facilitate a coaching and leadership support contract which will provide professional development and coaching support that focuses on classroom practices.</p> <p>Renewal of the SRI program to support the monitoring of student progress.</p> <p>Continued implementation of HillRAP/HillWrite or Connections for students working in Tier 3 of RTI2</p> <p>KIPP Delta will order Shurley curriculum materials to support grammar.</p> <p>Teachers in grades 6-8 will implement myPerspectives reading curriculum to focus on building vocabulary and deeper conceptual knowledge.</p> <p>KIPP Delta will monitor and support school leaders and teachers with the completion of the IDEAS professional development in the Science of Reading</p> <p>KIPP Delta will provide LETRS materials and licenses for professional development for the Science of Reading for administrators and special education teachers</p>	
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<p>KIPP Blytheville Collegiate High School</p>	<p>Increase student proficiency in reading and writing in all grade level content areas</p> <p>Ongoing professional development and coaching to improve teacher development around the best practices and implementation of the science of reading in all content areas</p> <p>Coaching for instructional leaders as they support teachers in their day-to-day instructional work</p> <p>Provide intervention needs for students working below grade level</p>	<p>District is working in collaboration with school leaders to develop and present professional development for all staff members that supports a growth mindset for both staff and students.</p> <p>Working with TNTP and District Academic Team, schools will provide weekly professional development and coaching for teachers focused on the implementation of HQIM provided for each content area.</p> <p>District Managing Director of Academics will provide weekly coaching and instructional support for the school's instructional leadership team.</p> <p>District Academic Team will continue to support the RTI process at each school by identifying students working substantially below grade level, gathering initial and progress monitoring data, and holding meetings to plan and support teachers/interventionists as they work with students. Teachers will implement myPerspectives English/Reading curriculum with a focus on building vocabulary and deeper conceptual knowledge.</p> <p>The district will facilitate a coaching and leadership support contract which will provide professional development and coaching support that focuses on classroom practices.</p> <p>Continued implementation of Connections for students working in Tier 3 of RTI.</p> <p>KIPP Delta will monitor and support school leaders and teachers with the completion of the IDEAS</p>	<p>2 and 3</p>
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		<p>professional development in the Science of Reading.</p> <p>KIPP Delta will provide LETRS materials and licenses for professional development for the Science of Reading for administrators and special education teachers</p>	
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Explain how the district will monitor the fidelity of the implementation of the school-wide improvement plan(s). At the end of each quarter, the school leader at each school will meet with the executive director (superintendent) and district academic team to review progress towards the implementation of the school-wide improvement plan. The data points for each monitoring review are listed below.

How will the district evaluate the overall effectiveness of the plan? Who at the district will evaluate the data to determine the effectiveness of the support provided to schools? Throughout the collection periods listed in the following chart, progress monitoring data will be collected, compiled, and analyzed to monitor progress towards the established goals. At the end of the school year, the managing director of academics and the executive director (superintendent) will review the ongoing data to identify progress towards the goals, trends seen in the progress monitoring data and overall proficiency and growth from the previous school year. This analysis will be used to determine the effectiveness of support provided to schools.

School	End of Qtr 1	End of Qtr 2	End of Qtr 3	End of Qtr 4
KIPP Delta Elementary Literacy Academy	<ul style="list-style-type: none"> • DIBELS • NWEA Map • Lexia • ACT Aspire • Curriculum embedded Assessments • Enrollment • Attendance • LiveSchool • Classroom observation data and coaching goals • Intervention Supports for Tier 2 & 3 • Student culture & anti-bullying implementation 	<ul style="list-style-type: none"> • DIBELS • NWEA Map • Lexia • ACT Aspire • Curriculum embedded Assessments • Enrollment • Attendance • LiveSchool • Classroom observation data and coaching goals • Intervention Supports for Tier 2 & 3 • Student culture & anti-bullying implementation 	<ul style="list-style-type: none"> • DIBELS • NWEA Map • Lexia • ACT Aspire • Curriculum Assessments • Enrollment • Attendance • LiveSchool • Classroom observation data and coaching goals • Intervention Supports for Tier 2 & 3 • Student culture & anti-bullying implementation 	<ul style="list-style-type: none"> • DIBELS • NWEA Map • Lexia • ACT Aspire • Curriculum Assessments • Enrollment • Attendance • LiveSchool • Classroom observation data and coaching goals • Intervention Supports for Tier 2 & 3 • Student culture & anti-bullying implementation

KIPP Blytheville College Preparatory	<ul style="list-style-type: none"> • DIBELS • NWEA Map • Lexia • ACT Aspire • Curriculum embedded Assessments • Enrollment • Attendance • LiveSchool • Classroom observation data and coaching goals • Intervention Supports for Tier 2 & 3 	<ul style="list-style-type: none"> • DIBELS • NWEA Map • Lexia • ACT Aspire • Curriculum embedded Assessments • Enrollment • Attendance • LiveSchool • Classroom observation data and coaching goals • Intervention Supports for Tier 2 & 3 	<ul style="list-style-type: none"> • DIBELS • NWEA Map • Lexia • ACT Aspire • Curriculum embedded Assessments • Enrollment • Attendance • LiveSchool • Classroom observation data and coaching goals • Intervention Supports for Tier 2 & 3 	<ul style="list-style-type: none"> • DIBELS • NWEA Map • Lexia • ACT Aspire • Curriculum embedded Assessments • Enrollment • Attendance • LiveSchool • Classroom observation data and coaching goals • Intervention Supports for Tier 2 & 3
KIPP Delta College Preparatory	<ul style="list-style-type: none"> • NWEA Map • ACT Aspire • Curriculum embedded Assessments • Enrollment • Attendance • LiveSchool • Classroom observation data and coaching goals • Intervention Supports for Tier 2 & 3 	<ul style="list-style-type: none"> • NWEA MAP • ACT Aspire • Curriculum embedded Assessments • Enrollment • Attendance • LiveSchool • Classroom observation data and coaching goals • Intervention Supports for Tier 2 & 3 	<ul style="list-style-type: none"> • NWEA MAP • ACT Aspire • Curriculum embedded Assessments • Enrollment • Attendance • LiveSchool • Classroom observation data and coaching goals • Intervention Supports for Tier 2 & 3 	<ul style="list-style-type: none"> • NWEA MAP • ACT Aspire • Curriculum embedded Assessments • Enrollment • Attendance • LiveSchool • Classroom observation data and coaching goals • Intervention Supports for Tier 2 & 3
KIPP Delta Collegiate High School	<ul style="list-style-type: none"> • NWEA MAP • ACT Aspire • ACT • GPA • Curriculum embedded Assessments • Enrollment • Attendance • LiveSchool • Classroom observation data and coaching goals • Intervention Supports for Tier 2 & 3 	<ul style="list-style-type: none"> • NWEA MAP • ACT Aspire • ACT • GPA • Curriculum embedded Assessments • Enrollment • Attendance • LiveSchool • Classroom observation data and coaching goals • Intervention Supports for Tier 2 & 3 	<ul style="list-style-type: none"> • NWEA MAP • ACT Aspire • ACT • GPA • Curriculum embedded Assessments • Enrollment • Attendance • LiveSchool • Classroom observation data and coaching goals • Intervention Supports for Tier 2 & 3 	<ul style="list-style-type: none"> • NWEA MAP • ACT Aspire • ACT • GPA • Curriculum embedded Assessments • Enrollment • Attendance • LiveSchool • Classroom observation data and coaching goals • Intervention Supports for Tier 2 & 3
KIPP Blytheville Collegiate High School	<ul style="list-style-type: none"> • NWEA MAP • ACT Aspire • ACT • GPA 	<ul style="list-style-type: none"> • NWEA MAP • ACT Aspire • ACT • GPA 	<ul style="list-style-type: none"> • NWEA MAP • ACT Aspire • ACT • GPA 	<ul style="list-style-type: none"> • NWEA MAP • ACT Aspire • ACT • GPA

	<ul style="list-style-type: none"> • Curriculum embedded Assessments • Enrollment • Attendance • LiveSchool • Classroom observation data and coaching goals • Intervention Supports for Tier 2 & 3 	<ul style="list-style-type: none"> • Curriculum embedded Assessments • Enrollment • Attendance • LiveSchool • Classroom observation data and coaching goals • Intervention Supports for Tier 2 & 3 	<ul style="list-style-type: none"> • Curriculum embedded Assessments • Enrollment • Attendance • LiveSchool • Classroom observation data and coaching goals • Intervention Supports for Tier 2 & 33 	<ul style="list-style-type: none"> • Curriculum embedded Assessments • Enrollment • Attendance • LiveSchool • Classroom observation data and coaching goals • Intervention Supports for Tier 2 & 3
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Arkansas Ready for Learning Plan

<i>KIPP Delta will use the following diagnostic assessments to assess each child's unfinished learning</i>				
<i>School/Subject</i>	<i>Reading</i>	<i>English</i>	<i>Math</i>	<i>Science</i>
<i>KIPP Delta Elementary Literacy Academy</i>	<i>NWEA Map DIBELS ACT Aspire</i>	<i>NWEA Map ACT Aspire</i>	<i>NWEA Map</i>	<i>NWEA Map</i>
<i>KIPP Blytheville College Preparatory School</i>	<i>NWEA Map DIBELS ACT Aspire</i>	<i>NWEA Map ACT Aspire</i>	<i>NWEA Map</i>	<i>NWEA Map</i>
<i>KIPP Delta College Preparatory School</i>	<i>ACT Aspire NWEA Map</i>	<i>ACT Aspire NWEA Map</i>	<i>ACT Aspire NWEA Map</i>	<i>ACT Aspire NWEA Map</i>
<i>KIPP Delta Collegiate High School</i>	<i>ACT Aspire ACT NWEA Map</i>	<i>ACT Aspire ACT NWEA Map</i>	<i>ACT Aspire ACT NWEA Map</i>	<i>ACT Aspire ACT NWEA Map</i>
<i>KIPP Blytheville Collegiate High School</i>	<i>ACT Aspire (grade 7-8) ACT (grades 9-12) SRI NWEA Map</i>	<i>ACT Aspire (grade 7-8) ACT (grades 9-12) NWEA Map</i>	<i>ACT Aspire (grade 7-8) ACT (grades 9-12) NWEA Map</i>	<i>ACT Aspire (grade 7-8) ACT (grades 9-12) NWEA Map</i>

KIPP Delta will use the following guaranteed and viable curriculum to provide learning throughout the year.

School	Reading	English	Math	Science	Social Studies / History
KIPP Delta Elementary Literacy Academy	CKLA Skills CKLA Knowledge	CKLA	Eureka Math	Amplify Science	HMH Social Studies
KIPP Blytheville College Preparatory	CKLA Skills CKLA Knowledge (K-5) myPerspectives (6)	CKLA	Eureka Math	Amplify Science	HMH Social Studies
KIPP Delta College Preparatory	myPerspectives	myPerspectives	Eureka Math	Amplify Science	HMH Social Studies
KIPP Delta Collegiate High School	myPerspectives	myPerspectives	Eureka Math	Discovery Education	HMH Social Studies / History
KIPP Blytheville Collegiate High School	myPerspectives	myPerspectives	Eureka Math College Algebra at Arkansas Northeastern College	Amplify Science (7-8) Discovery Education (9-12)	HMH Social Studies / History

KIPP Delta will address each student's unfinished learning by:

School/Subject	Strategy
KIPP Delta Elementary Literacy Academy	Using the Arkansas playbook: Address Unfinished Learning Using assessment data to provide intervention prescribed by DIBELS, NWEA Map, and curriculum-based assessments Springboard - Provide after school tutoring for all students including special education and second language learners
KIPP Blytheville College Preparatory	Using the Arkansas playbook: Address Unfinished Learning Using assessment data to provide intervention prescribed by DIBELS, NWEA Map, and

School	<p>curriculum based assessments</p> <p>Springboard - Provide after school tutoring for all students including special education and second language learners</p>
KIPP Delta College Preparatory School	<p>Using the Arkansas playbook: Address Unfinished Learning</p> <p>Using assessment data to provide intervention prescribed by NWEA Map and curriculum-based assessments</p> <p>Provide after school tutoring for all students including special education and second language learners</p>
KIPP Delta Collegiate High School	<p>Using the Arkansas playbook: Address Unfinished Learning</p> <p>Using assessment data to provide intervention prescribed by NWEA Map and curriculum-based assessments</p> <p>Provide after school tutoring for all students including special education and second language learners</p>
KIPP Blytheville Collegiate High School	<p>Using the Arkansas playbook: Address Unfinished Learning</p> <p>Using assessment data to provide intervention prescribed by NWEA Map and curriculum-based assessments</p> <p>Provide after school tutoring for all students including special education and second language learners</p>