**KIPP Blytheville College Preparatory**

SY23-24 School Improvement Plan

**Priority and Goal**

In the 2023-2024 school year, KIPP Blytheville College Preparatory School will prioritize strong instruction, grade-appropriate assignments, deep engagement, and high expectations to:

* Increase the number of students scoring ready or exceeding on the ATLAS, NWEA, and DIBELs Assessments in literacy and math to 50%
* Increase our average daily attendance rate to 95% or higher, and
* Reduce the number of suspensions by 50%

**Data**

To determine our goal, we reviewed student and family data: attendance, chronic absenteeism, suspensions, and student achievement, as evidenced by DIBELS, ACT Aspire, and NWEA assessment tests. Please review the table below with our behavioral and academic data.

|  | **SY22** | **SY23** | **% Difference** |
| --- | --- | --- | --- |
|  |  |  |  |
| **Enrollment** | 219 | 248 | +29 |
| **Average Daily Attendance** | 95.82% | 94% | -1.82% |
| **Chronic Absenteeism** | 6.8% | 16.8% | +10% |
| **Suspension** | 16.8% | 34.5% | +17.% |
| **DIBELS Proficiency** | 35% | 34.8% | -.2% |
| **NWEA proficiency in Reading** | 24%  (only tested students k-2) | 19% | -5% |
| **NWEA proficiency in ELA** | .5%  (only tested students in 2nd) | 12% | +11.5% |
| **NWEA Proficiency in Math** | 24%  (only tested students in k-2) | 13% | -5% |
| **ACT Aspire Reading** | 18% | -- | -- |
| **ACT Aspire English** | 53% | -- | -- |
| **ACT Aspire Math** | 11% | -- | -- |

**Supports, Interventions, or Practices**

1. **Increase average daily attendance to 95% or above** 
   1. Secretary will contact families when students are not at school by 9:00 AM every school day.
   2. The student success coordinator and teachers will host meetings and issue attendance contracts with families when a student misses four days.
   3. The student success coordinator will follow all district and state reporting requirements regarding students who have missed seven or more absences per semester.
   4. Incentivize and celebrate attendance weekly with students.
2. **Improve Tier 1 Instruction** 
   1. Teachers will consistently use approved district and state-approved curriculum
   2. Teachers will receive training on the Science of Reading, State standards, and district-approved curriculum implementation.
   3. Teachers will issue students grade-level appropriate assignments aligned to the state standards and ensure that student work matches grade-level expectations.
   4. The teacher will intentionally internalize lessons within the curriculum to include but are not limited to higher-order thinking questions, appropriate scaffolds, manipulative, independent practice, and engagement strategies.
   5. The principal, assistant principal, and instructional coaches will create and maintain and cadence for teacher observations and feedback, including:
      1. Weekly observations
      2. Determine and provide essential feedback for improving instruction, students data, and management
      3. Coaching from outside partners such as TNTP and APSRC
      4. Include time in the Master Schedule for literacy and math intervention
      5. including a minimum of 20 mins of small group instruction daily in math
      6. including a minimum 60-minute small group instruction in literacy
      7. Teachers will use data trackers to display and celebrate students’ progress.
   6. Regularly analyze data with the principal, Assistant Principal, instructional coaches, and teachers to see how we are progressing to meet our goal of at least 50% meeting grade level benchmarks as measured by interim assessments and ATLAS end-of-year assessments.
   7. The teacher will have scheduled time to review student work, interim data, and formative assessments embedded within the curriculum.
3. **Reduce the number of suspensions by 50% by creating a culture of high expectations.**
   1. Provide teachers and paraprofessionals with classroom management tools and pedagogical skills to create safe learning environments for students.
   2. Co-create a logical consequence ladder that staff will implement daily that doesn’t include students being removed from the classroom.
   3. Staff will implement effective social-emotional practices using the Positive Action curriculum
   4. The teacher will intentionally internalize lessons within the curriculum to include appropriate scaffolds, manipulatives, independent practice, and strategies to keep students actively engaged in the learning process.
   5. Staff members will make positive phone calls to parents monthly
   6. The Principal, Assistant Principal, and Student Success Coordinator will proactively identify high-needs classrooms and provide ongoing support to ensure students and staff consistently adhere to school expectations.
   7. Increase family engagement and community partnerships to help students meet academic goals.
   8. Celebrate and incentivize academic achievement with students and staff.

**Implementation, Monitoring, and Evaluation Timeline**

| June/July 2023 | * Order curriculum materials for literacy and math * Administrators and selected teachers attend standard institutes to support their understanding of state standards and curricular resources. * Selected teachers will attend Apple Group’s connections training to support tier 2 and tier 3 instruction for literacy. * Plan and prepares professional development for staff that will begin in August. * Meet with the assistant principal student success coordinator to develop a plan for chronic absences. |
| --- | --- |
| August 2023 | * Staff will attend content, curriculum, and pedagogical professional development. * New staff will complete R.I.S.E training as outlined by ADE * Review 2022-2023 EOY data to plan and internalize unit 1 of instruction. * Host open-house meetings with families to begin engaging them in their student's academic success. * Host Title One meeting with families to support families' understanding of SY23 data, specifically in reading and literacy data. |
| October 2023  December 2023  March 2024 | * Teachers will implement Eureka2, CKLA, and My Perspectives, and 95% with integrity and fidelity. * The principal, assistant principal, and literacy coaches will complete informal observations of teachers, provide feedback, and live coaching. * We will progress monitor students' performance using DIBELS, NWEA, ATLAS, and curriculum assessments. * Determine area strengths and areas of improvement to adjust tier 1 and tier 2 instruction for the upcoming math and literacy units. * SL/AP/Teachers will celebrate students that grew from one BOY to MOY and MOY to EOY. * Host Parent-Teacher conferences to engage parents in student learning and provide parents with strategies that can be used at home to support students. |
| April 2024/ May 2024 | * Students will complete summative testing * Review Summative data to determine students in need of an extended school year. * Determine area strengths and areas of improvement for unit 1 for the following school year. |
| June 2022 | * Host summer school for students that need support * Review EOY data with teachers and coaches to identify strengths and opportunities for growth. |