**KIPP Delta College Preparatory School**

SY23-24 School Improvement Plan

**Priority and Goal**

In the 2023-2024 school year, KIPP Delta College Preparatory School will prioritize achievement by providing strong Tier 1 instruction as well as interventions to students who are at least one grade level behind to meet our goal of 60% of students meeting ACT Aspire readiness benchmarks in English, Reading, and Math. Leaders will increase academic achievement and student learning by better supporting teachers via unit internalizations, lesson internalizations, observations, feedback, and data meetings. Using each of these components, teachers will be better able to support academic achievement and student learning in the classroom setting. To do so, leaders will espouse the High Reliability School guide. Therefore, the following data points will be tracked throughout the year to guarantee success:

● 90% of teachers, students, and families will agree that the school has a safe and collaborative culture.

● 80% of teachers score proficient or higher on year-end evaluations to show that effective teaching is taking place in every classroom.

● 100% of teachers are using a guaranteed and viable curriculum.

● 100% of teachers will exemplify proficiency in standards referenced reporting

● 100% of teachers will exemplify proficiency in competency based educational strategies.

**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 2022-2023, our attendance increased (attendance had lower the previous years due to Covid). Students are also held to the standard of meeting behavior expectations daily and held accountable during lunch when they fail to meet behavioral expectations or academic standards.

To increase student academic achievement, leaders will ensure strong instruction is happening each day by guaranteeing that each teacher receives the full comprehensive coaching cycle. The coaching cycle consists of timely unit internalizations, weekly lesson internalizations, lesson observations, feedback and data meetings.

Additionally, leaders and teachers will engage in weekly professional learning communities (PLCs) in which teachers will grapple with the following four questions:

1. What do we want students to learn?

2. How do we know if students are proficient in their learning?

3. What do we do if students do not show proficiency?

4. What do we do if students show proficiency? Students who are in need of additional academic assistance or not properly prepared with completed assignments are placed in study hall/intervention to receive academic support and complete their coursework.

**Tier 1**

**Supports, Interventions, or Practices**

To ensure strong Tier 1 instruction:

● Teachers will have a clear understanding of what students should know and be able to do in daily practices.

● Teachers will have a clear understanding of instructional models that best support their content to ensure related pedagogical strategies are intact.

● Teachers will have transferable criteria for success (CFS) that will better support closing the feedback loop for students.

● Teachers will analyze formative assessments daily to direct instruction.

**Tier 2**

To ensure strong Tier 2 instruction:

● Through data analysis, teachers will be able to generate targeted small group instruction based on students’ lack of proficiency in Tier 1 instruction.

● Students will function in their Tier 2 groups for no longer than six weeks.

**Tier 3**

To ensure strong Tier 3 instruction:

● Teachers/interventionists will provide one-to-one instruction for students who have not shown proficiency or growth after consistent Tier 2 instruction.

● Interventionists will provide support via HillRAP, Connections, or some other intensive support beyond what a homeroom teacher is able to provide.

● Students may be referred for 504/SPED services.

**Professional Learning**

Teachers will receive professional learning in each of the following components:

● The prospective curriculum in which they teach.

● Models of Teaching

● Standard Alignment

● Grading Vs. Scoring

● Data analysis and Tracking

● Formative and Summative Assessments

● Logical Consequences

● Feedback

● Professional Learning Communities

**Implementation Timeline**

| August  October | The School Leader (SL) and Assistant Principal (AP) will identify teaching proficiency for each teacher. They will then create a growth plan for each individual teacher’s instruction and identify areas of reading intervention needed based on yearly reading data. |
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| October-May | Though strong coaching and support, teachers will consistently work to meet the bar |

| August-May | of proficient/exemplary in the following content rubric areas:  ● Learning Environment  ● Framing  ● Reading Habits  ● Direct Instruction  ● Progress Monitoring  ● Think-Aloud  ● Questioning  ● Discourse  ● Standard Coherence  ● Scientific Language and Vocabulary  ● Conditions for Student Agency  ● Differentiation  ● Planning and Content Knowledge. Develop a reading growth tracker and create a vision for a school reading growth visual display.  \*\*\*Denotes Priority Focus Areas\*\*\*  ● Deliver weekly professional development on the priority focus domains listed above. Deliver professional development on close-reading, reading growth trackers, and progress monitoring.  ● Group students based on reading level and proficiencies. |
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| August-May | ● Celebrate teacher growth  ● Celebrate teacher growth via content specific rubrics  ● Consistently evaluate the overall effectiveness of the school via school reviews, surveys (teacher, student, and parent).  ● Monitor the effectiveness of the School Leader and Assistant Principal by soliciting feedback from teachers, students, and parents via surveys as well as Leadership 360 reports. |

**Monitoring and Evaluation Timeline**

| **Time Action** |
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| Daily Morning and afternoon walk- throughs to ensure the following:  ● Instruction is starting on time  ● Students are in uniform  ● Students are engaged in a meaningful task  ● Teachers are progressing monitoring  priority standards via a google.  spreadsheet. |
| Weekly ● Each teacher will engage in at least one le |

| ●Each teacher will receive at least one full  (45 minute) lesson observation.  ● Each teacher will engage in an  observation feedback meeting with his or  her content coach.  ● Each teacher will receive a follow-up  walk-through.  ● Each teacher will update their standard  competency/proficiency bulletin board.  Evaluate and determine if reading  strategies have been effective and  identify areas of improvement. Identify  teachers who require additional  professional support and strategies.  ● Improve practices through data-drive  instructional coaching sessions with  teachers.  Celebrate the teachers of students who  are meeting interim assessment benchmarks.  ● Celebrate students who are meeting  interim benchmarks assessments.  Quarterly/As Needed ● School Leaders and teachers will Review academic interim data and compare it to the beginning of the year data to determine the level of impact instruction is having on student achievement and student learning. if the feedback strategy is having an impact on student achievement. |
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