**SY23-24**

**KIPP Delta Elementary Literacy Academic Improvement Plan**

| **SCHOOL**: KIPP Delta Elementary Literacy Academy  **SCHOOL LEADER**: LaToya Jones  **GRADE LEVELS**: PK 3-5th  **SY22-23 SCHOOL GRADE / POINTS EARNED**: D/60.34  **SY23-24 GOAL GRADE / GOAL POINTS**:B/73  **DATE UPDATED**: October 28, 2023 |
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**OVERVIEW**

We at KIPP Delta believe that a rigorous academic program is foundational to keeping our promises to students and families. For our students to unlock choice-filled lives of opportunity, it is critical that we collectively focus our energy on shared academic improvement. The Academic Improvement Plan will serve as an intentional tool to drive network-wide accountability in service of student outcomes.

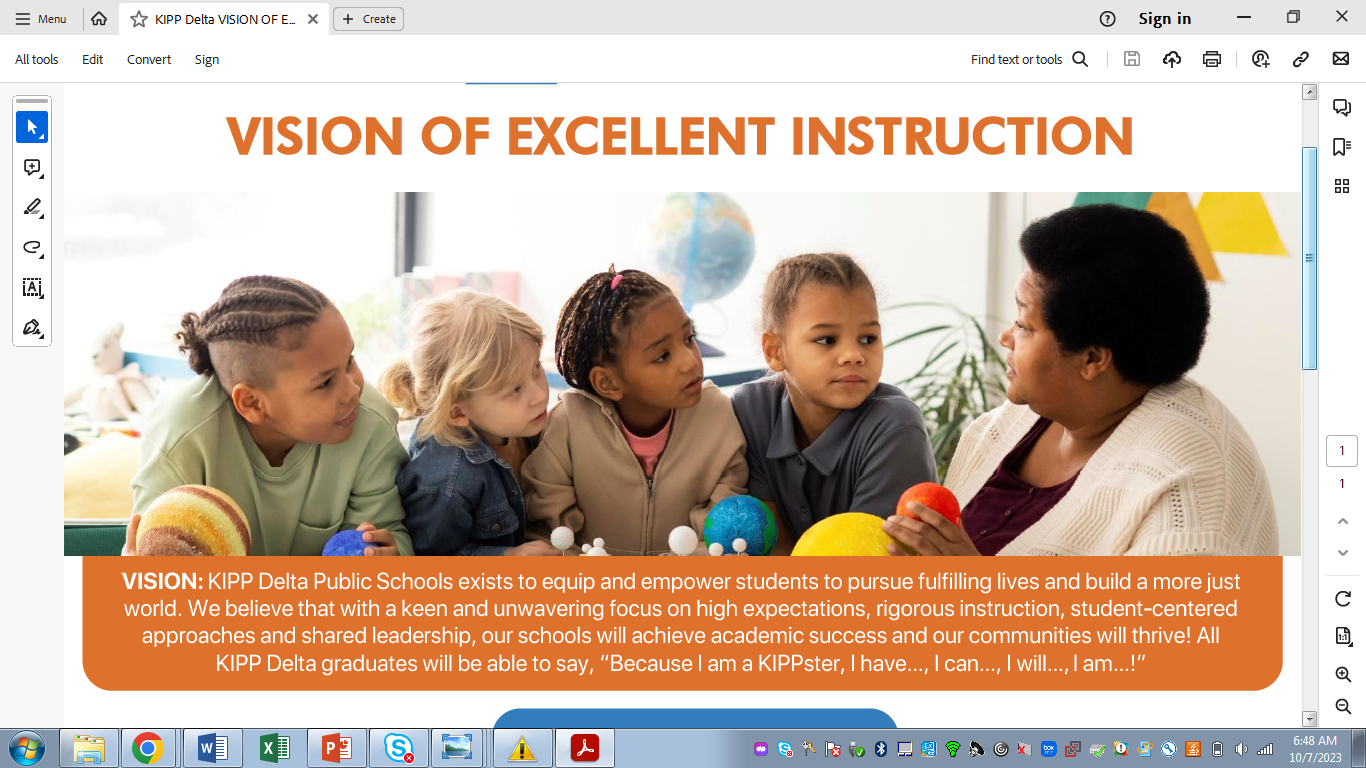
KIPP Delta’s Vision of Excellent Instruction will serve as the guiding structure to Academic Improvement Plans as a method to further support collaboration and strengthen network-wide alignment. Arkansas Department of Education School Report Card grades are one indicator KIPP Delta utilizes to measure the effectiveness of its rigorous academic program, and will serve as a crucial resource in measuring our progress and performance.

**NETWORK GOAL**

Each KIPP Delta School Leader will increase its school’s Arkansas Department of Education School Report Card grade by at least one full letter grade by Fall 2024.

**RESOURCES**

* [School Report Card Overview](https://dese.ade.arkansas.gov/Offices/public-school-accountability/school-performance-and-monitoring/report-card) - *Basic state-level overview and score breakdown by grade band*
* [School Report Cards](https://myschoolinfo.arkansas.gov/SRC#group-anchor-k) - *View and download School Report Card data*
* [ESSA School Index](https://myschoolinfo.arkansas.gov/Content/ESSA/2022/13_What_is_the_ESSA_School_Index.pdf) - *Weighted indicators contributing to school performance scores*
* [KIPP Delta Academic Improvement Plan Look-Fors](https://docs.google.com/document/d/1KRpncwm_qZlrTj79JaqiD5kUoTKlX8yG6gHDg_nPN30/edit) - *Feedback tool for assessing AIP strength*



**PART I | VISION & OWNERSHIP**

**A. Overall School Vision**

Describe your vision for your school. When at peak success, what does it look, feel, and sound like? What do students, families, and community stakeholders say, feel, and believe about your school?

| *KIPP Delta Elementary Literacy Academy is a school where both students and staff feel affirmed and excited about learning. Staff and leaders collaboratively plan using data to make informed decisions with our students at the center of these plans. We strive to create joyous learning spaces that engage students in academic lessons accompanied by social-emotional support. We develop relationships with families and leverage those relationships to ensure productive partnerships are established throughout the communities we serve. Our vision is grounded in people-first values that reflect love and compassion for all stakeholders. Community stakeholders feel optimistic, safe, and supported as a result of our servitude to the community.*  *The lived experience of this vision demonstrates that,*   * *Teachers and parents value students' cognitive needs.* * *All stakeholders value students being able to read, write, and speak proficiently.* * *Data is used to individualize the student’s Tier 1 learning experience.* * *ALL stakeholders value increasing their individual cognitive capacity through coaching and professional as well as personal development.* * *Curricular instruction includes grade-level materials and leverages the cultural identities of the students served.* * *Students feel safe and therefore take cognitive risks while learning.* * *Teachers create literacy-rich learning environments.* |
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**B. Your Role - School Vision**

Describe your role in achieving the school vision outlined above.

| As the school leader, I set the tone for the culture on our respective campus. I embody the concept of serving the person first. This means addressing the needs outlined by Maslow in his research which include but are not limited to love, safety, esteem, and cognitive increase. I have supported the leadership growth of our assistant principals and other leaders on our campus who will be integral in helping our vision for KIPP Elementary Literacy Academy be realized. I will ensure strategic goals are set, monitor goals, and provide guidance and support to the school community through professional development and coaching.  I will,   * Conduct weekly observations * Review and plan using observation data * Model instructional strategies for leaders and teachers * Create, implement, review, and revise school-wide improvement plans quarterly |
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**C. Development & Progress - School Vision**

Describe how you developed your school’s vision and where you are on the pathway to achieving it as of Fall 2023.

| Our school vision was developed using academic as well as cultural data from the 22-23 school year and regional goals and priorities.  Data Points   * Daily average attendance rates * ACT Aspire Summative Data * Instructional Observation Data * Curricular implementation data |
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**D. School Academic Vision**

Describe the academic vision for your school.

| Our academic vision is to use data to meet the individual learning needs of all students at KIPP Delta Elementary Literacy Academy through the implementation of proficient Tier 1 instruction by instructors in core content areas. Through the use of interventions that align with the Science of Reading, trained interventionists and instructional assistants will support students needing Tier 2 and Tier 3 interventions to close academic gaps in their literary skills. |
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**E. Your Role - Academic Vision**

Describe your role in achieving the academic vision outlined above.

| As the school leader, my role is to shape the school's culture, set strategic goals, monitor goals, and provide guidance and support to the school community through professional development and coaching. |
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**F. Development & Progress - Academic Vision**

Describe how you developed your school’s academic vision and where you are on the pathway to achieving it as of Fall 2023.

| Our academic vision was created using student academic data and teacher’s performance data in the areas of content knowledge and instructional practices. We are currently providing individualized reading support to students needing additional support with phonological awareness skills in grades K-5. Supplemental support for students in the areas of reading comprehension and foundational mathematical skills will be supported through tutorial sessions afterschool during quarters 2 and 3.  Attendance contracts will be implemented with the support of our operations team that will help reduce student absenteeism.  A student success coordinator is being hired that will lead school wide student and family engagement programs as well support individual students needing help with social emotional skills. |
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**G. Distributive Leadership - Your Team**

List other key staff members and/or stakeholders involved in your school’s academic success. Include their name, role, responsibilities, and how you plan to manage them for the successful implementation of this plan.

| * **Jessica Walker/Pre K Director/Instruction and culture coaching for Prek-kindergarten** * **Stacy Guy/Assistant Principal/Instruction and culture coaching for 1-2** * **Marquita Williams/Assistant Principal/Instruction and culture/mathematics 1-5 and culturegrades 3-5** * **Rashanna Williams (onboarding in progress)/Student success coordinator/behavior, attendance, and school-wide celebrations** * **Aaliyah Johnson/Operations director school to home communication, technology, and school safety** * **Brianna Montgomery/operations coordinator/attendance and staff wellness** * **Regina Wiley/operations coordinator/enrollment and retention, daily attendance** * **Jeffery Hunt/mathematics teacher, math data and progress monitoring** * **JoAnn Hardy/literacy teacher, reading acceleration** * **Stefanie Smithey/ASPRC leadership-literacy coach/ leadership coaching for SL and APs** * **Lisa Hurt/ASPRC literacy coach/phonemic awareness and literacy instructional coaching** * **Patricia Wilson/ASPRC literacy coach/phonemic awareness and literacy instructional coaching** * **Raquel Davis/TNTP/K-3 literacy instructional coaching** * **Tia Williams/Regional Dyslexia specialist, District Test Coordinator/ Tier 3 intervention and dyslexia support, ATLAS testing training and support** * **Nancy Banks/Regional interventionist/Tier 3 intervention pull out support and progress monitoring** * **Rochelle Thomas/ELA literacy interventionist/Tier 3 intervention pull out support and progress monitoring** |
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**PART II | GOAL SUMMARY**

Identify specific, measurable, achievable, relevant, time-bound, inclusive, and equitable (S.M.A.R.T.I.E.) goals to achieve the vision described above. Goals should be focused on student outcomes. If a goal includes an adult action, it must also be tied directly to a student outcome. For example, if your school has a goal around teacher observations–adult actions–what will be the resulting impact on student achievement–student outcomes?

*Sample KPI: 85% of 4th grade students score 4+ on PARCC ELA*

*Sample Data Sources: PARCC Q3 practice test, PARCC standardized assessment*

| **CATEGORY** | Rigorous Instruction *At least 2 goals around Rigorous Instruction are required* | | | | |
| --- | --- | --- | --- | --- | --- |
| **GOAL 1**  **(REQUIRED)** | *50% of students in grades K-5 will grow one performance band EOY NWEA MAP assessment in the areas of math, reading, and science as the result of the implementation of rigorous instruction using grade level materials by the end of the academic school year.* | | | | |
| **Progress Monitoring:**  *Leadership Walk-Through Observation Form*  [*ELA Walk-Through Observation Form*](https://forms.gle/X9kgo5ktDprNDf3L9)  Course pass/fail percentages by quarter.  Revised observation form to be used November 27, 2023-January 19, 2024  [KDELA: High Expectations and Grade Appropriate Assignment](https://forms.gle/5smHBi55MuhQZnmb9) | **Key Performance Indicator(s)** | **Data Source** | **Baseline**  **Fall SY23-24** | **Mid-Year**  **Spring SY23-24** | **Target**  **Fall SY24-25** |
| 1. Instructors will use instructional materials such as texts, questions, problems, exercises, and assessments are worthy of students time and attention and are appropriately demanding for the grade/course and time in the school year, based on guidance in the learning expectations and/or students' IEP goals.​ | Instructional Walk-Through Data  Lesson annotations  and student work samples. | 98.5% of teachers observed used grade-level curriculum materials.  26% of students failed one course in grades K-5. |  |  |
| 1. The activities students engage in are aligned with the stated or implied learning goal(s) and are well-sequenced and builds on each other to move students toward mastery of the grade-level learning expectations and/or IEP goals. | Instructional observation data.  Lesson annotations | General Education students' assignment completion rate is 94.4%  Special Education Students’ assignment completion  92% |  |  |
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| **CATEGORY** | Rigorous Instruction | | | | |
| --- | --- | --- | --- | --- | --- |
| **GOAL 2**  **(REQUIRED)** | *25% of students will grow one performance band as indicated on Interim assessments in math, reading, and science during quarters 2, 3, and 4.* | | | | |
| **Progress Monitoring:**  *NWEA MAP math and reading assessments (baseline data)*  *ATLAS interim assessments*  Revised observation form to be used November 27, 2023-January 19, 2024  [KDELA: High Expectations and Grade Appropriate Assignment](https://forms.gle/5smHBi55MuhQZnmb9) | **Key Performance Indicator(s)** | **Data Source** | **Baseline**  **Fall SY23-24** | **Mid-Year**  **Spring SY23-24** | **Target**  **Fall SY24-25** |
| 1. All students complete an appropriately challenging amount of cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem-solving, given the focus of the lessons, tasks, or assessments yield data that allow the teacher to assess students' progress toward learning goals and help pinpoint where understanding breaks down. | Daily independent practice assignments  Exit ticket data  Interim Assessment data  NWEA MAP Baseline data  ACT Summative Data 22-23 | 30/422 students=9% of students grades K-5 are high risk for performing below grade level on Summative Assessments  (attendance and academic performance)  ACT Aspire 22-23  Reading  In Need of Support  68.9% (3rd)  47.7% (4th)  50.7% (5th) |  |  |
| 2. Students have extensive opportunities to express learning through academic writing and/or explanations using academic language. | Lesson annotations  Lesson observations  Ratio of the teacher to student talk-time |  |  |  |
| 3. Teachers plan to reteach lessons using data from daily formative assessments. | Lesson observations  Exit ticket data  Reteach lesson plans | N/A |  |  |

| **CATEGORY** | High Expectations | | | | |
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| **GOAL 3**  **(OPTIONAL)** | By the end of each quarter, less than 10% of students in K-5 grade will receive a failing score in content-specific coursework (math, literacy, science, and social studies) at each respective grade level. | | | | |
| **Progress Monitoring:**  *Bi-weekly progress reports and grade book reviews.* | **Key Performance Indicator(s)** | **Data Source** | **Baseline**  **Fall SY23-24** | **Mid-Year**  **Spring SY23-24** | **Target**  **Fall SY24-25** |
| 1. All students complete an appropriately challenging amount of cognitive work during lessons, such as reading, writing, discussion, analysis, computation, or problem-solving, given the focus of each lesson. | Daily walk-through observation data.  Student work samples.  Weekly/Quarterly pass/fail percentages | Quarter 1-26% of students K-5 failed one content course.  K=12  1=7  2=1  3=20  4=0  5=15 |  |  |

| **CATEGORY** | Student-Centered Approach | | | | |
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| **GOAL 4**  **(OPTIONAL)** | By the end of the school year, teachers will increase the number of students who report feeling engaged and motivated in school by 50% by implementing student-centered instruction in all core subject areas and increasing student engagement thereby increasing students' daily attendance rate to 95%. | | | | |
| **Progress Monitoring:**  Daily attendance tracking  Monthly attendance letters  Attendance Contracts | **Key Performance Indicator(s)** | **Data Source** | **Baseline**  **Fall SY23-24** | **Mid-Year**  **Spring SY23-24** | **Target**  **Fall SY24-25** |
| 1. Increased student daily student attendance to 95% each day. | Eschool daily attendance data  Smart Data AR State reporting | 94.5% YTD |  |  |
| 2. Reduction of chronic absenteeism rate by 20%. | State attendance letters.  Weekly attendance reports. | 18.2% YTD |  |  |
|  | 3. Students follow behavior expectations in and outside of the classroom. | Disciplinary Referrals  Quarterly suspension data. | 40 referrals  16 students received OSS suspensions  Suspension rate 7.4% |  |  |

| **CATEGORY** | -- | | | | |
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| **GOAL 5**  **(OPTIONAL)** | *Type your SMARTIE goal here* | | | | |
| **Progress Monitoring:**  *Describe how you plan to measure progress towards your goal on a daily/weekly basis* | **Key Performance Indicator(s)** | **Data Source** | **Baseline**  **Fall SY23-24** | **Mid-Year**  **Spring SY23-24** | **Target**  **Fall SY24-25** |
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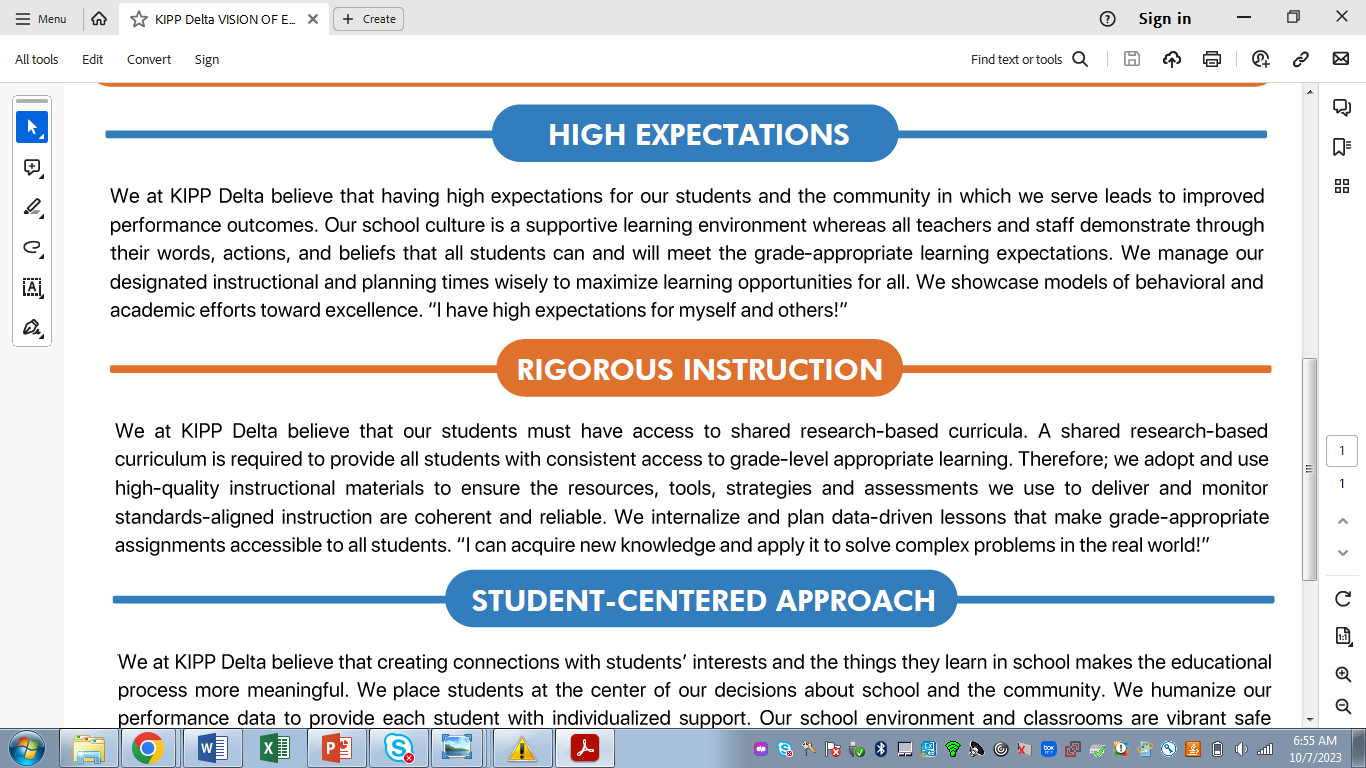
**PART III | GOAL DETAIL**

Get more specific on how you will drive progress for each goal you outlined in Part II. Where KPIs capture bigger-picture goals and desired outcomes (ie: 85% of 4th grade students score 4+ on PARCC ELA), the strategies and metrics you identify below will capture what you will lead your team to do to reach your goals and how you will track interim progress.

*Sample Strategy: Launch targeted intervention groups for bottom 30% iReady performers 3x weekly during guided reading*

*Sample Metric: 95% of subgroup demonstrates 8% growth on bi-weekly iReady assessment*

**Your Academic Improvement Plan is required to include at least 2 goals around rigorous instruction.** Other areas are optional based on the specific needs of your school.



| **CATEGORY** | | Rigorous Instruction | | | | | | | | | |
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| **GOAL 1**  **(REQUIRED)** | | *50% of all students in grades K-5 will grow one performance band on the EOY NWEA MAP assessment in the areas of math, reading, and science as the result of the implementation of rigorous instruction using grade level materials by the end of the academic school year.* | | | | | | | | | |

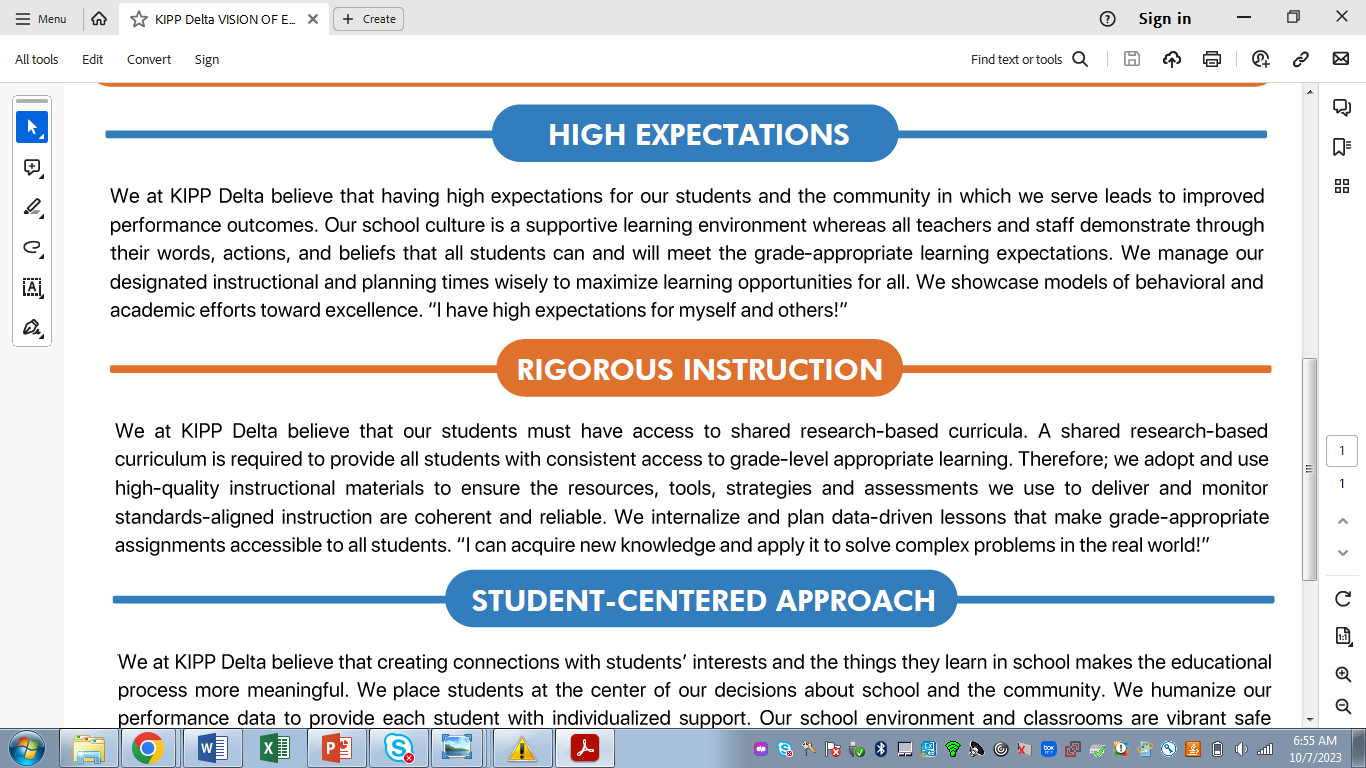
| **Q2 STRATEGIES -** October to December 2023 | | | |
| --- | --- | --- | --- |
| **STRATEGY**  What strategies will you employ to achieve this goal? | **METRIC**  What data will you look for to assess the effectiveness of each strategy? | **Q2 BASELINE**  Outcomes as of  October 2023 | **Q2 ACTUAL**  Outcomes as of  December 2023 |
| 1.ATLAS PD for 3-5 reading, math and science instructors. | Walk through data  Lesson annotations feedback. | 90% attendance for math and reading  Science sessions have not been held. |  |
| 2. Increased frequency of planning and data meetings of instructors in grades 3-5. | Weekly/bi-weekly meeting agendas and attendance documents |  |  |
| 3. Revise literacy and math formative assessments to reflect tested rigor. | Independent practice data  Exit ticket data  Curriculum assessment data | N/A |  |

| **Q3 STRATEGIES -** January to March 2024 | | | |
| --- | --- | --- | --- |
| **STRATEGY**  What strategies will you employ to achieve this goal? | **METRIC**  What data will you look for to assess the effectiveness of each strategy? | **Q3 BASELINE**  Outcomes as of  December 2023 | **Q3 ACTUAL**  Outcomes as of  March 2024 |
| 1. Conduct bi-weekly phonics PLC meetings with literacy instructors and interventionists. | Percentage of staff in attendance at PLC meetings.  Percentage of teachers demonstrating proficiency in planning with fidelity using data from formative assessments and bi-weekly progress monitoring data.  Percentage of students moving from well below to meeting benchmark. |  |  |
| 2. Complete progress monitoring of well-below and below-proficient students with fidelity using Amplify MClass. | MClass progress monitoring data will reflect that 3-5 intervention lessons were conducted weekly.  Progress monitoring timelines will be met with fidelity. |  |  |
| 3. Execute bi-weekly Science of Reading professional development for all 95% Phonics instructors using subskills data from MOY Dibels testing and progress monitoring data. | Session feedback.  Observation data from weekly/bi-weekly identified areas of growth and implementation.  Session attendance and completion of deliverables assigned after each session. |  |  |
| 4. Observe 95% Phonics lessons and Tier 2 instruction using the K-2 Foundational Skills Instructional Rubric. Provide feedback and coaching goals from the rubric. | Percentage of observations conducted by school leadership team daily/weekly.  Documentation of weekly goals and actions steps in Torsh following observations. |  |  |
| 5. |  |  |  |

| **CATEGORY** | | Rigorous Instruction | | | | | | | | | |
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| **GOAL 2**  **(REQUIRED)** | | *25% of students will grow one academic performance band as indicated on Interim assessments in math, reading, and science during quarters 2, 3, and 4.* | | | | | | | | | |

| **Q2 STRATEGIES -** October to December 2023 | | | |
| --- | --- | --- | --- |
| **STRATEGY**  What strategies will you employ to achieve this goal? | **METRIC**  What data will you look for to assess the effectiveness of each strategy? | **Q2 BASELINE**  Outcomes as of  October 2023 | **Q2 ACTUAL**  Outcomes as of  December 2023 |
| 1. Data review and goal-setting sessions with students. | Weekly student data form completion data. | K not started  1 not started  2 not started  3 partially complete  4 not started  5 complete |  |
| 2. ATLAS interim assessments were administered. | Individual student data | No data available |  |
| 3.Individualized learning plans created by performance band in IXL | IXL student performance data | School Wide Data  Skills Mastered=6153  Skills Proficient=6936 |  |
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| **Q3 STRATEGIES -** January to March 2024 | | | |
| --- | --- | --- | --- |
| **STRATEGY**  What strategies will you employ to achieve this goal? | **METRIC**  What data will you look for to assess the effectiveness of each strategy? | **Q3 BASELINE**  Outcomes as of  December 2023 | **Q3 ACTUAL**  Outcomes as of  March 2024 |
| 1. Conduct data review and planning sessions after the Winter NWEA testing cycle by subject areas. | PD attendance percentage.  PD engagement  Classroom observation data.  Percentage of instructors accurately identifying the areas of growth and acceleration after PD. |  |  |
| 2. Weekly remediation and acceleration skills plans will be submitted by math/science instructors identifying targeted skills from data review sessions. | Daily pass/fail percentages on formative assessments.  Percentage of remediation and acceleration plans submitted on time.  Percentage of students passing assigned MAP RIT band IXL skills plans weekly.  Tier 1 pass/fail percentages from bi-weekly progress reports. |  |  |
| 3. |  |  |  |
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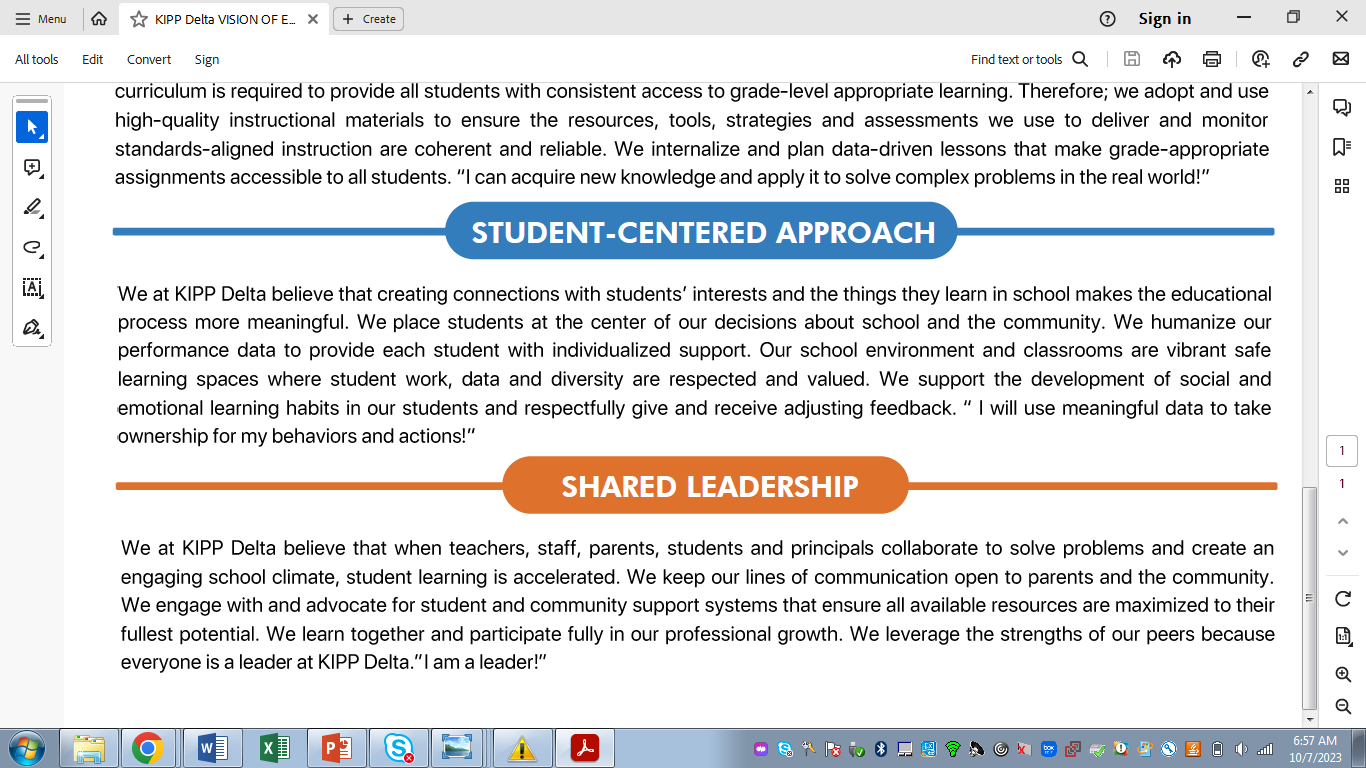


*OPTIONAL PENDING SCHOOL NEEDS*

| **CATEGORY** | | Student-Centered Approach | | | | | | | | | |
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| **GOAL #** | | *By the end of the quarter, increase student ability to work independently and take ownership of their learning, by providing targeted instruction and interventions for reading and math and measuring success through student assessments and feedback.* | | | | | | | | | |

| **Q2 STRATEGIES -** October to December 2023 | | | |
| --- | --- | --- | --- |
| **STRATEGY**  What strategies will you employ to achieve this goal? | **METRIC**  What data will you look for to assess the effectiveness of each strategy? | **Q2 BASELINE**  Outcomes as of  October 2023 | **Q2 ACTUAL**  Outcomes as of  December 2023 |
| 1. Teachers attend weekly planning sessions with ELA leaders, ASPRC, and TNTP. | Weekly attendance logs  Walk-through observation data. |  |  |
| 2. Review the percentage of mastery using student performance data weekly to track performance progress on standards and essential skills in the lessons. |  |  |  |
| 3. |  |  |  |
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| **Q3 STRATEGIES -** January to March 2024 | | | |
| --- | --- | --- | --- |
| **STRATEGY**  What strategies will you employ to achieve this goal? | **METRIC**  What data will you look for to assess the effectiveness of each strategy? | **Q3 BASELINE**  Outcomes as of  December 2023 | **Q3 ACTUAL**  Outcomes as of  March 2024 |
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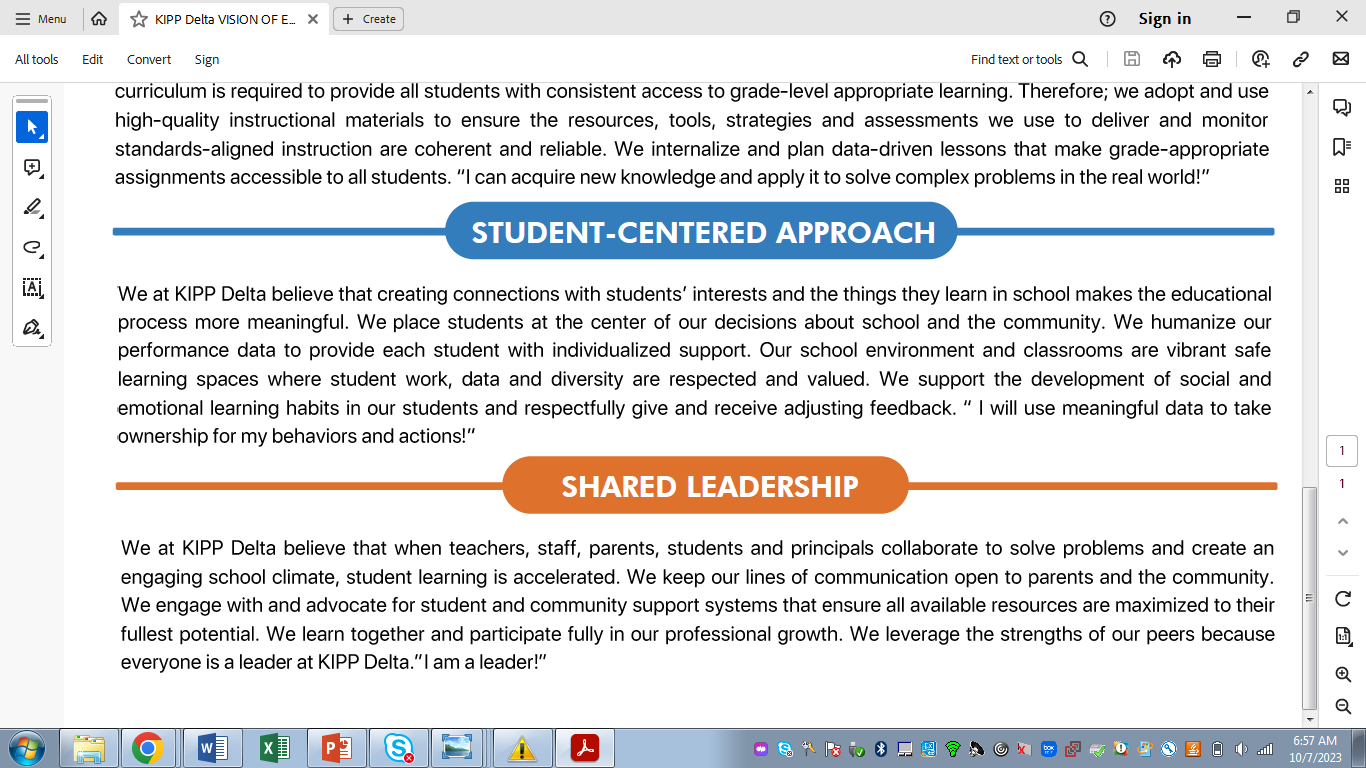


*OPTIONAL PENDING SCHOOL NEEDS*

| **CATEGORY** | | Student-Centered Approach | | | | | | | | | |
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| **GOAL #** | | By the end of the school year, teachers will increase the number of students who report feeling engaged and motivated in school by 50% by implementing student-centered instruction in all core subject areas and increasing student engagement thereby increasing students' daily attendance rate to 95%. | | | | | | | | | |

| **Q2 STRATEGIES -** October to December 2023 | | | |
| --- | --- | --- | --- |
| **STRATEGY**  What strategies will you employ to achieve this goal? | **METRIC**  What data will you look for to assess the effectiveness of each strategy? | **Q2 BASELINE**  Outcomes as of  October 2023 | **Q2 ACTUAL**  Outcomes as of  December 2023 |
| 1. School-wide PD on engagement strategies | Student to teacher talk ratios. (Ratio goal=4:1) |  |  |
| 2.Coaching on the use of habits of discussion in the classroom. | Students’ oral and written responses reflect an understanding of how to state their claim, provide evidence and communicate reasoning for their response. |  |  |
| 3.Model and require teachers to use active monitoring data charts during instructional lessons. | Active monitoring charts  Reteach plans that reflect gaps identified during active monitoring |  |  |
| 4. |  |  |  |
| 5. |  |  |  |

| **Q3 STRATEGIES -** January to March 2024 | | | |
| --- | --- | --- | --- |
| **STRATEGY**  What strategies will you employ to achieve this goal? | **METRIC**  What data will you look for to assess the effectiveness of each strategy? | **Q3 BASELINE**  Outcomes as of  December 2023 | **Q3 ACTUAL**  Outcomes as of  March 2024 |
| 1. |  |  |  |
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*OPTIONAL PENDING SCHOOL NEEDS*

| **CATEGORY** | | -- | | | | | | | | | |
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| **GOAL #** | | *Copy from the table you created in Part II* | | | | | | | | | |

| **Q2 STRATEGIES -** October to December 2023 | | | |
| --- | --- | --- | --- |
| **STRATEGY**  What strategies will you employ to achieve this goal? | **METRIC**  What data will you look for to assess the effectiveness of each strategy? | **Q2 BASELINE**  Outcomes as of  October 2023 | **Q2 ACTUAL**  Outcomes as of  December 2023 |
| 1. |  |  |  |
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| **Q3 STRATEGIES -** January to March 2024 | | | |
| --- | --- | --- | --- |
| **STRATEGY**  What strategies will you employ to achieve this goal? | **METRIC**  What data will you look for to assess the effectiveness of each strategy? | **Q3 BASELINE**  Outcomes as of  December 2023 | **Q3 ACTUAL**  Outcomes as of  March 2024 |
| 1. |  |  |  |
| 2. |  |  |  |
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**PART IV | PREPARING TO EXECUTE**

**A. Strengths & Assets**

What existing strengths and assets will you leverage as you lead execution of this plan? These can be known strengths in your own leadership, existing strengths of your school, systems for progress monitoring, members of your team/community and your plan to lead through them, etc. Outline both what you can leverage and how you will do it.

| Strengths and Assets:  Trained instructional leaders and external coaching partners for all core content areas.   * Weekly/bi-weekly instructional planning and data review sessions with teachers * Content specific professional development * Instructional observations with real time feedback. * Individualized coaching in the area of phonemic awareness and behavioral support strategies for students with Autism provided by ASPRC   AQT qualified teachers and trained instructional assistants for Tier 1 instruction and academic interventions   * Tier 1 and Tier 2 interventions executed by instructional assistants as needed * Tier 3 interventions conducted by staff members trained in Connections from the APPLE group.   Community partnerships with Kids for the Future and Mid South to support staff with strategies for supporting students with additional emotional and behavioral needs. |
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**B. Anticipating Challenges**

What are the top challenges you anticipate in executing your plan? Describe specific challenges and/or roadblocks that could arise and what action you will take if/when they do.

| The challenges I anticipate in executing my plan would be having enough personnel to execute the plan as needed. Additional staffing and training will be needed for all staff members providing instruction to students identified with Autism to address their individual learning needs.  To address this challenge, the school leader will obtain permission from her hiring manager to hire more staff members. Additionally, the leader will seek external support from trained behavioral specialists and the Autism Speaks organization.  Financial resources to support students incentives may become a challenge due to the number of students needing support. Families and community stakeholders will be be asked to support in this area.  Leadership capacity may be a challenge. The school leaders will lean into regional and KIPP Foundation leadership support to close leadership gaps that may impact execution of this plan. |
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**C. Resources & Supports**

Outline what resources and support you need to successfully execute your plan. If they are existing resources/supports, how will you leverage them? If they are new or additional resources/supports, how will you secure and sustain them?

| * Progress monitoring instruments for mathematics. * Student Motivation Strategies   + Incentivize students who are increasing performance     - Field lessons     - Get students invested in data chats * TNTP/ASPRC Literacy Coaches   + Teachers are assigned to TNTP coach for each content area     - Classroom walkthroughs     - Weekly virtual sessions     - Still coaching around engagement strategies (i.e.,: turn and talk, stop and jot)     - Focus on less teacher talk, more engagement     - Real-time coaching on teacher talk   + TNTP owns PD 2x month aligned to school-level data and observations from learning walks. |
| --- |