

KIPP Blytheville College Preparatory
SY24-25 School Improvement Plan

School Wide Vision:

BCPS is a joyful school where students, staff, families, and community partners believe all students can and will learn. We agree that high expectations, intense instruction, grade-level assignments, and deep engagement are the keys to academic excellence. We meet students where they are academically, socially, and emotionally and work in partnership to ensure all our students demonstrate growth. We are continuous learners and do whatever it takes for our students to learn and grow!

Academic Goals

By the end of the 2024-25 school year, KIPP Blytheville College Preparatory School will

- Increase the number of students scoring proficient (level 3) and/or advanced (level 4) by 20 percent, as evidenced by ATLAS, Iready, and DIBELS in literacy and math;
- Decrease the number of students scoring well below (level 1) and/or close (level 2) by 25 percent, as evidenced by ATLAS, Iready, and DIBELS in literacy and math;
- Increase the number of teachers scoring a three or proficient in domain three of the TESS rubric to 60 percent.

School Data:

Our school vision was developed using academic and cultural data from the past three academic school years in conjunction with district goals and priorities.

	SY22	SY23	SY24	SY 25 BOY Data
Enrollment	219	248	305	308
Average Daily Attendance	95.82%	94%	95.5%	96.1%
Chronic Absenteeism	6.8%	16.8%	7.4%	6.7%
Suspension	16.8%	34.5%	22%	3.5%
EOY DIBELS Proficiency	Adv-12% Prof-24% Below-19% Well Below-45%	Adv-22% Prof-22% Below-16% Well Below-40%	Adv-40% Prof-23% Below-12% Well Below-25%	Adv-28% Prof-29% Below-15% Well Below-28%
iReady:	--	--	Adv-29%	Adv-8%

Supplemental Reading			Prof-13% Close-30% Well Below-29%	Prof-11% Close-42% Well Below-39%
IReady: Supplemental Math	--	--	Adv-14% Prof-17% Close-49% Well Below-20%	Adv-1% Prof-6% Close-58% Well Below-36%
ATLAS: ELA	--	--	Level 4-2% Level 3-11% Level 2-34% Level 1-52%	Level 4- 1% Level 3-10% Level 2-25% Level 1-64%
ATLAS: Math	--	--	Level 4-1% Level 3-14% Level 2-37% Level 1-46%	Level 4-1% Level 3-5% Level 2-27% Level 1-67%

Supports, Interventions, or Practices

1) Improve Tier 1 Instruction

- a) Teachers will consistently use approved district and state-approved curriculum
- b) Teachers will receive training on the Science of Reading, State standards, and district-approved curriculum.
- c) The teacher will use an annotation guide to unpack state standards, internalize key moments of the lessons, ensure questions address multiple DOK levels, and align assessments to grade-level standards.
- d) The principal, assistant principal, and district instructional coaches will maintain and cadence for:
 - i) Weekly Walkthroughs
 - ii) Bi-weekly PLCs
 - iii) Bi-monthly coaching and modeling sessions
 - iv) Bi-monthly Progress monitoring of student data
- e) Regularly analyze data with the assistant principal, instructional coaches, and teachers to see how we are progressing in meeting our year-long goals.

2) During and After School Interventions

- a) Teachers will use DIBELS and iReady to monitor students' progress and group them based on their strengths and areas for development.

- b) Students will use iReady and Lexia online platforms to support their individual growth goals platforms.
- c) Ensure the master schedule reflects adequate interventions and acceleration times.
- d) Literacy teachers will provide tutoring after school for at least 60 minutes twice a week.

Implementation, Monitoring, and Evaluation Timeline

<u>June/July 2024</u>	<ul style="list-style-type: none"> • Order curriculum materials for literacy and math • Administrators and selected teachers attend standard institutes to support their understanding of state standards and curricular resources. • Plan and paraprofessional development for staff that will begin in August. • Meet with the assistant principal student success coordinator to develop a plan for chronic absences.
<u>August 2024</u>	<ul style="list-style-type: none"> • Staff will attend content, curriculum, and pedagogical professional development. • New staff will begin R.I.S.E training as outlined by ADE • Review 2023-2024 EOY data to plan and internalize unit 1 of instruction. • Host open-house meetings with families to engage them in their student's academic success. • Host Title One meeting with families to support families' understanding of SY24 data, specifically in reading and literacy data.
<u>October 2024</u> <u>January 2025</u> <u>March 2025</u>	<ul style="list-style-type: none"> • 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 monitor students' progress using DIBELS, ATLAS, iReady and curriculum assessments. • Determine areas of strength 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 who 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.

<u>April 2025-May 2025</u>	<ul style="list-style-type: none"> • 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.
<u>June 2025</u>	<ul style="list-style-type: none"> • Host summer school for students who need support • Review EOY data with teachers and coaches to identify strengths and opportunities for growth for SY 26