



SY24-25

Delta Public Schools Academic Improvement Plan Template

SCHOOL: KIPP Delta Collegiate High

SCHOOL LEADER: Valeria Boyd-Bostick

GRADE LEVELS: 9th - 12th

SY22-23 SCHOOL GRADE / POINTS EARNED: D

SY23-24 and SY 24-25 GOAL GRADE / GOAL POINTS: C

DATE UPDATED: December 13, 2024

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 2025.

RESOURCES

- [School Report Card Overview](#) - Basic state-level overview and score breakdown by grade band
- [School Report Cards](#) - View and download School Report Card data
- [ESSA School Index](#) - Weighted indicators contributing to school performance scores
- [KIPP Delta Academic Improvement Plan Look-Fors](#) - Feedback tool for assessing AIP strength

VISION OF EXCELLENT INSTRUCTION



VISION: KIPP Delta Public Schools exists to equip and empower students to pursue fulfilling lives and build a more just world. We believe that with a keen and unwavering focus on high expectations, rigorous instruction, student-centered approaches and shared leadership, our schools will achieve academic success and our communities will thrive! All KIPP Delta graduates will be able to say, “Because I am a KIPPster, I have..., I can..., I will..., I am...!”

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 Collegiate High School is an evolving and responsive community. We provide an interactive learning environment that ensures academic excellence and social responsibility. Our instructional programs foster personal integrity and the critical thinking necessary for global citizenship. We empower our scholars to be active participants who thrive in an ever-changing world.

B. Your Role - School Vision

Describe your role in achieving the school vision outlined above.

To actualize my vision, I perceive myself as an agent of inspiration and motivation for educators and personnel, while collaboratively constituting a coherent vision for the institution. My approach involves effective delegation of tasks and responsibilities, coupled with the cultivation of a constructive and encouraging working atmosphere for all participants. I believe that these components are integral to realizing success. Additionally, I aim to implement targeted interventions and support programs that address identified behavioral needs.

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 Winter 2025.

Following a comprehensive review of the 2023 ESSA School Index data (2024 ESSA School Index data has not been provided as of December 2024), coupled with classroom walkthroughs and observations, I have formulated a comprehensive vision for our institution. Although still in the infancy of implementation since the Winter of 2025, I have outlined the following key strategies, which will serve as the bedrock for the attainment

of our goals:

- Developing a vision for academic excellence for all our students.
- Fostering a positive and welcoming environment conducive to learning.
- Cultivating leadership capabilities in our staff and students.
- Enhancing instructional quality.
- Efficiently managing personnel, data, and processes to ensure optimal outcomes.

D. School Academic Vision

Describe the academic vision for your school.

The academic vision for KIPP Delta Collegiate High School is for all students to have access to a high-quality education that lends itself to multiple opportunities for career and college readiness through novel experiences with project-based learning integrated with high-quality curricula, community service projects, externships, internships, and socio-emotional learning to ensure that students have developed and mastered skills needed to compete globally.

E. Your Role - Academic Vision

Describe your role in achieving the academic vision outlined above.

To successfully achieve the academic vision for KIPP Delta Collegiate High School my role as the building principal is to ensure that every aspect of the vision is being implemented with fidelity and revision to the programs are being made if needed. Additionally, I will review data on RTI data and student community partnerships every four weeks, along with assigned staff members. Student data will be reviewed weekly along with student work during PLCs with coaches and content leads and bi-weekly assessment development will occur among administrators.

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 Winter 2024.

KIPP Delta Collegiate High School's academic vision was developed based on 2022-2023 data as well as information gathered from our stakeholders and community partners through surveys and meetings. We have reviewed, vetted, and explored various programs to assist with Response to Intervention, and submitted a proposal to assist with teacher planning and preparation, implementation of RTI, PLCs, and learning loss around literacy and math. Additionally, KIPP Delta Collegiate High School has begun to create a tutoring program, and partner with local agencies to support internships, externships, and community service events. Lastly, the roles of the counselor have been adjusted to ensure that the social-emotional aspect is being addressed as well as an intricate four-year plan to assist students as they matriculate.

G. Distributive Leadership - Your Team

Lists 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 to the successful implementation of this plan.

Charles Nolan, the Dean of Students plays a crucial role in supporting the principal in the management of the school's operations. In the principal's absence, he takes on the responsibility of leading the school. He is responsible for maintaining student discipline, which involves enforcing the

school's code of conduct, tracking attendance, counseling students, and providing instructional leadership. This includes selecting curricula, observing and evaluating teachers' instructional methods, and developing their professional skills. Additionally, he collaborates with teachers to ensure that the curriculum is aligned with the school's standards, monitors student performance data, facilitates instructional improvement, and supports content-related

The prospective Family Support and Engagement Coordinator acts as a bridge between the school and parents. This role is to ensure that the Title I, Part A parent and family engagement regulations are met with meaningful and strategic actions in building parent capacity under this section of the law. The Coordinator will educate teachers and staff on effective communication and collaboration with parents as partners in ensuring student's academic achievement. The Coordinator will facilitate and lead the development of services to support students' success in academic, attendance, and socio-emotional development. The Coordinator will provide opportunities to form effective family-school partnerships to improve student achievement and school development. The Coordinator will help parents navigate the school system and advocate for their children's education. Also expand opportunities for continued learning, voluntary classroom service, and school participation. The Coordinator will advise and train parents on addressing issues with teachers and school leadership staff. As well as provide referrals for community-based services for families struggling with conditions that impact the academic achievement of their students. The Coordinator will develop community collaborations, promote the sharing of power with parents as decision-makers, and maintain a parent resource center.

Each member of the leadership team will participate in weekly one-on-one meetings. During this time, the components of the academic plan that they are responsible for will be discussed, along with any challenges and successes. The leadership team will meet weekly as a group to discuss leadership team activities and events, as well as personnel and scholar activities as necessary. Activities and deliverables will be calendared to ensure that deadlines are met with fidelity.

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 ▾ <i>At least 2 goals around Rigorous Instruction are required</i>				
GOAL 1 (REQUIRED)	<i>Increase literacy achievement by 10% in ELA by May 2025, on the state assessment with the implementation of effective Tier 1 instruction and targeted intervention implementing high-quality research-based curricula, project-based learning, and teacher professional development and coaching.</i>				
Progress Monitoring: <i>Describe how you plan to measure progress toward your goal on a daily/weekly basis</i>	Key Performance Indicator(s)	Data Source	Baseline EOY SY23-24	Mid-Year Interim Fall SY24-25	Target Spring EOY SY24-25
	1. By the end of the school year, 40% of all ELA students will increase by 10% data points on each performance level as measured by the 2025 End Of Year ATLAS.	Exit Tickets, Atlas interim and summative data	During the 2024-2025 academic year, KIPP Delta Collegiate High School (DCHS) aims to enhance weighted achievement in student growth for English Language Arts (ELA) by 10% on the Spring 2025 ATLAS assessment, demonstrating improvement across all student performance levels.	During the 2024-2025 academic year, KIPP Delta Collegiate High School (DCHS) aims to enhance weighted achievement in student growth for English Language Arts (ELA) by 20% on the Spring 2025 ATLAS assessment, demonstrating improvement across all student performance levels.	During the 2024-2025 academic year, KIPP Delta Collegiate High School (DCHS) aims to enhance weighted achievement in student growth for English Language Arts (ELA) by 30% on the Spring 2025 ATLAS assessment, demonstrating improvement across all student performance levels.

CATEGORY	Rigorous Instruction ▾
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GOAL 2 (REQUIRED)	Increase math achievement by 10% in Algebra 1 by May 2025 on the state assessment with the implementation of effective Tier 1 instruction and targeted intervention implementing high-quality research-based curricula, project-based learning, and teacher professional development and coaching.				
Progress Monitoring: <i>Describe how you plan to measure progress toward your goal on a daily/weekly basis</i>	Key Performance Indicator(s)	Data Source	Baseline EOY SY23-24	Mid-Year Interim Fall SY24-25	Target Spring EOY SY24-25
	2. By the end of the school year, 20% of all Math students will increase by 10% data points on each performance level as measured by the 2025 End Of Year ATLAS.	Exit tickets, Atlas interim and summative data	During the 2024-2025 academic year, KIPP Delta Collegiate High School (DCHS) aims to enhance weighted achievement in student growth for English Language Arts (ELA) by 10% on the Spring 2025 ATLAS assessment, demonstrating improvement across all student performance levels.	During the 2024-2025 academic year, KIPP Delta Collegiate High School (DCHS) aims to enhance weighted achievement in student growth for English Language Arts (ELA) by 20% on the Spring 2025 ATLAS assessment, demonstrating improvement across all student performance levels.	During the 2024-2025 academic year, KIPP Delta Collegiate High School (DCHS) aims to enhance weighted achievement in student growth for English Language Arts (ELA) by 30% on the Spring 2025 ATLAS assessment, demonstrating improvement across all student performance levels.

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 the bottom 30% of iReady performers 3x weekly during guided reading

Sample Metric: 95% of the subgroup demonstrates 8% growth on the 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.

RIGOROUS INSTRUCTION

We at KIPP Delta believe that our students must have access to shared research-based curricula. A shared research-based curriculum is required to provide all students with consistent access to grade-level appropriate learning. Therefore, we adopt and use high-quality instructional materials to ensure the resources, tools, strategies and assessments we use to deliver and monitor standards-aligned instruction are coherent and reliable. We internalize and plan data-driven lessons that make grade-appropriate assignments accessible to all students. "I can acquire new knowledge and apply it to solve complex problems in the real world!"

CATEGORY	Rigorous Instruction ▾
GOAL 1 (REQUIRED)	<i>Increase literacy achievement by 10% in ELA by May 2025, on the state assessment with the implementation of effective Tier 1 instruction and targeted intervention implementing high-quality research-based curricula, project-based learning, and teacher professional development and coaching.</i>

Q3 - Q4 STRATEGIES - January to May 2025			
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 January 2025	Q4 ACTUAL Outcomes as of May 2025
1. Effective Tier 1 Instruction	Walkthroughs Formal Evaluations Curriculum Project-based Activities Exit Tickets - state-aligned Bi-weekly assessment - state-aligned Interim Assessments Lesson Planning and Prep		

2. RTI	Fall and Winter Benchmarks Fidelity Checks Weekly/Biweekly Progress monitoring data Rate of Improvement Gap Analysis Student Intervention		
3. PD	Data from school and individual walkthroughs Project-based Activities Exit Tickets Bi-Weekly Assessment Lesson Planning and Prep		
4. Coaching	Lesson Planning and Prep Practice Sessions Real-Time Feedback Project-based Activities Exit Tickets Bi-Weekly Assessments		
5. Tutoring	Exit Tickets Project-based Activities Bi-Weekly Assessments		

Q3 - Q4 STRATEGIES - January to May 2025

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 January 2025	Q4 ACTUAL Outcomes as of May 2025
1. Develop and implement professional development sessions on project-based learning	90 % of students will complete a project-based activity.	Source: project-based activities artifact	
2. Develop and implement professional Development sessions on data collection.	100% daily exit ticket completion for all scholars	Source: Exit Ticket Tracker	
3. Develop and implement professional Development sessions on data-driven instruction	80% average daily exit ticket mastery	Source: Exit ticket tracker	
4.	100 % weekly assessment completion for all scholars	Source: weekly assessments	
5.	80% average weekly assessment mastery		

CATEGORY	Rigorous Instruction ▾
GOAL 2 (REQUIRED)	<i>Increase math achievement by 10% in Math (Algebra and Geometry) by May 2025 on the state assessment with the implementation of effective Tier 1 instruction and targeted intervention implementing high-quality research-based curricula, project-based learning, and teacher professional development and coaching.</i>

Q3 - Q4 STRATEGIES - January to May 2025			
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 January 2025	Q4 ACTUAL Outcomes as of May 2025
1. Effective Tier 1 Instruction	Walkthroughs Formal Evaluations Curriculum Project-based Activities Exit Tickets B-Weekly Assessment Lesson Planning and Prep		
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3. PD	Data from school and individual walkthroughs Project-based Activities Exit Tickets Bi-Weekly Assessment Lesson Planning and Prep		
4. Coaching	Lesson Planning and Prep Practice Sessions Real-Time Feedback Project-based Activities Exit Tickets Bi-Weekly Assessments		
5. Tutoring	Exit Tickets Project-based Activities Bi-Weekly Assessments		

Professional Development (PD) Plan

To support the achievement of this goal, the following professional development sessions will be provided:

PD Topic	Purpose	Timeline	Facilitators
Effective Tier 1 ELA Instruction Strategies	Ensure teachers deliver high-quality, differentiated Tier 1 instruction.	January 2025	Principal and Kids First
Data-Driven Instruction: Using Assessments to Inform Teaching	Train teachers to analyze and use diagnostic and formative data effectively.	January 2025	Instructional Coach, Data Team
Project-Based Learning (PBL) in ELA	Guide teachers in designing and implementing PBL to boost engagement.	February 2025	Principal and Kds First and PBL Specialist
Small-Group Literacy Interventions (Tier 2 & Tier 3)	Equip teachers with tools and strategies for targeted small-group instruction.	February 2025	Kids First
Coaching and Feedback Cycles	Support teachers with classroom coaching, feedback, and reflection.	Ongoing (bi-monthly)	Principal and Dean
Parent Engagement Strategies for Literacy	Provide families with tools to support literacy at home.	March 2025	Family Engagement Coordinator

Resources Needed

- **ELA Curriculum:** High-quality, state-approved materials aligned with standards.
- **Assessment Tools:** NWEA and interim state assessments for diagnostics and progress monitoring.
- **Intervention Programs:** Read180, Newsela, and other adaptive software for literacy support.
- **PBL Resources:** PBLWorks, planning templates, and exemplar projects.
- **Technology:** Access to laptops/tablets, projectors, and educational platforms.
- **Coaching Tools:** Observation rubrics, feedback templates, and PLC materials.
- **Family Engagement Materials:** Literacy tip sheets, workshop content, and communication tools (newsletters, virtual meetings).

Monitoring and Evaluation

Milestone	Timeline	Method of Monitoring	Responsible Party
Baseline diagnostic assessments completed	August 2024	Assessment data	ELA Teachers and Principal
Monthly data analysis meetings	Monthly (Jan-May)	Meeting notes, action plans	Principal, GLCs and Teachers
Classroom walkthroughs and coaching cycles	Bi-weekly (Ongoing)	Walkthrough forms, feedback notes	Principal and Dean
Mid-year progress review	January 2025	Mid-year diagnostic assessment data	ELA Teachers, Principal
Parent workshops on literacy strategies	Twice (Winter/Spring)	Attendance and parent feedback surveys	Family Engagement Coordinator
Final assessment results and goal evaluation	May 2025	State assessment results	Principal and Dean

Expected Outcomes

1. **10% Increase** in student literacy achievement on the state assessment by May 2025.
2. Improved teacher instructional capacity through targeted professional development and coaching.
3. Increased student engagement through project-based learning strategies.
4. Stronger home-school connections to support literacy.
5. 100% of teachers will implement HQIM daily, as evidenced by lesson plans and classroom walkthroughs.
6. HQIM-based instruction will result in improved student outcomes on **NWEA and Arkansas State Interim Assessments**.
7. 80% of teachers will demonstrate increased confidence in using HQIM effectively, as measured by post-PD surveys and coaching observations

This plan prioritizes structured support, professional learning, and data-driven decision-making to achieve the literacy improvement goal.

SHARED LEADERSHIP

We at KIPP Delta believe that when teachers, staff, parents, students and principals collaborate to solve problems and create an engaging school climate, student learning is accelerated. We keep our lines of communication open to parents and the community. We engage with and advocate for student and community support systems that ensure all available resources are maximized to their fullest potential. We learn together and participate fully in our professional growth. We leverage the strengths of our peers because everyone is a leader at KIPP Delta. "I am a leader!"

PART IV | PREPARING TO EXECUTE

A. Strengths & Assets

What existing strengths and assets will you leverage as you lead the execution of this plan? These can be known strengths in your 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.

To effectively execute the Delta Collegiate High School Academic Plan, leveraging the following strengths and assets is crucial:

- Delegation of responsibilities among team members is preferred over-relying on a single hero leader.
- Weekly metrics, as opposed to bi-annual ones, should be utilized to monitor progress.
- Sustainable systems with documented processes should be built, instead of relying solely on talented individuals.
- Regular classroom inspections must be conducted, and feedback should be provided to ensure progress is being made toward the set goals.

- Leading the team towards continuous improvement with daily stand-ups and stand-downs is essential.

By implementing these strategies, the execution of the Academic Plan will become more efficient and effective, leading to the achievement of desired outcomes.

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.

One of the most significant challenges in executing the academic plan for KIPP Delta Collegiate High School is the lack of regular attendance of the faculty members. To mitigate the stress of teacher absences, faculty members are required to provide a detailed substitute folder that includes the following:

- A "Do Now" activity
- Lesson plans - Classwork with clear expectations
- Computer login information - Copies of materials
- A folder for collected work
- Details for the first and last five minutes of class
- Course roster
- Seating chart

Moreover, faculty members are accountable for securing class coverage and sending a calendar invite to the substitute teacher. In case of an emergency, the leadership team has developed a coverage schedule. Additionally, the school has hired a permanent substitute teacher to ensure consistent coverage.

These measures will not only decrease the burden on the school staff but also ensure that the students receive an uninterrupted learning experience.

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?

To effectively execute KIPP Delta Collegiate High School's academic strategy, we need the following financial resources:

- Incentives for teachers who regularly attend and encourage scholarly growth, such as gift cards, gas cards, certificates, offsite team-building activities, and food baskets. By investing in the happiness and job satisfaction of our educators, we can boost staff morale, retain our best educators, and promote high performance.

- High Dosage Tutoring program, which includes engaging consulting services to conduct Saturday Academy tutoring sessions. This evidence-based practice, known as high-impact tutoring, can help schools reduce learning gaps and accelerate learning through intensive, personalized student support.

