



SY24-25 Academic Improvement Plan Template

SCHOOL: KIPP Delta College Preparatory School
SCHOOL LEADER: Tammy Manning
GRADE LEVELS: 6-8
SY22-23 SCHOOL GRADE / POINTS EARNED: C/64.39
SY24-25 GOAL GRADE / GOAL POINTS: B/69.94
DATE UPDATED: Dec 10, 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 College Preparatory School is a place of support and understanding. Here we strive to educate the whole child maintaining high academic standards with respect to all learners. We seek to have our parents and community actively involved in our students’ learning. As a school community we value a safe environment in which to teach and learn. We embrace diversity, and celebrate how we nurture scholars everyday.

B. Your Role - School Vision

Describe your role in achieving the school vision outlined above.

The principal is responsible for establishing the schoolwide vision of commitment to high standards and the success for all students. As the principal, I map out rigorous targets for improvements in learning (planning), get the faculty on board to do what is necessary to meet those targets (implementing), encourage students and teachers in meeting the goals (supporting), and challenging low expectations for students with special needs (advocating), and making sure families are aware of the learning goals (communicating), and keep on top of test results (monitoring).

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 2024.

I developed my school’s vision by evaluating and building a cohesive team of leaders, intentionally planning actions, and providing personal professional development that elevates the school to one that believes that all students can learn and demonstrates that through collective clear visions and strong beliefs.

D. School Academic Vision

Describe the academic vision for your school.

At KIPP DCPS, student literacy and numeracy will increase through the implementation of I-Ready and ATLAS implementation with fidelity in all classrooms, cross curriculum planning, and the incorporation of reading and writing activities in their instruction of content. Additionally, all ELA and math teachers will implement curriculum, instruction, and assessment that is congruent with CCSS, horizontally and vertically aligned, and relevant to real-world application, with interventions/support provided for students.

E. Your Role - Academic Vision

Describe your role in achieving the academic vision outlined above.

Admin will support and secure all structural materials needed and provide a scope of professional development support that includes all implementations, expectations and norms. In order to differentiate classroom instruction to meet the instructional needs of students, we will meet collaboratively and analyze our progress monitoring systems on a weekly basis.

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 2024.

Daily classroom walkthrough observations using the KIPP Classroom Walkthrough Protocol and Debriefing Document will provide the District with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction. Right now I have experienced about 50% completion of this goal due to staffing issues.

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 to successful implementation of this plan.

My leadership team consists of: School leader, Tammy Manning :Manage school activities and staff, including teachers and support personnel. Establish and oversee class schedules and develop, implement, and maintain curriculum standards. Counsel and discipline students and observe teachers and evaluate their performance.

Dean of Academics - Ms. Jones: Understands the underlying philosophy for Middle School students that matches the intellectual, social, emotional, and physical needs of adolescents. Keeps abreast of developments and trends in curriculum and instruction, and provides leadership in determining program direction and improvement to curriculum and instruction at the Middle School level. Assists in screening, selecting, assigning, supervising and evaluating of certified and educational support staff. Monitors teaching and learning as directed by the principal (including observing classroom instruction and analyzing student learning data). The principal is going to actively coach the DOA in understanding and executing her roles and responsibilities.

Ms. Akins - Student Success Coordinator - responsible for counseling and advising on complex issues regarding student academic progress and wellness. Ms. Manning will work with Ms. Akins to notice trends in disciplinary issues and to norm around the correct consequences students should receive for infractions. Ms. Akins is also responsible for tracking student attendance and report truancy.

Ms. Clark - Math Teacher - Evaluating the academic and social growth of students. Evaluating student progress and the ability to meet course standards in mathematical knowledge and skills. Establishing and maintaining standards of student behavior. Planning and developing lesson plans and teaching outlines - Principal with work with Ms. Clark in understanding the walkthrough/look fors, and observation/feedback process to help coach teachers around best teaching practices.

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?

CATEGORY	Rigorous Instruction <i>At least 2 goals around Rigorous Instruction are required</i>
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GOAL 1

By the end of the 2024 - 2025 school year, the percentage of students, and SWDs demonstrating expected within-year growth in reading as measured by the Atlas assessment will increase by at least 10 percentage points

By the end of the school year, the percentage students demonstrating proficient and exceeding growth in reading as measured by the ATLAS assessment will increase by at least 10 percentage points.

For the 2024-2025 school year, KIPP, will improve its weighted achievement in student growth in ELA and on the Spring 2025 ATLAS Assessment in each student performance level by 10% through curating the standard for Tier 1 instruction through extended lesson internalizations and planning after teacher annotations of lessons to achieve rigor and retention in student learning through lesson delivery.

Bi-monthly departmental meetings will include vertical and horizontal standards alignment scopes with Kids First Coaches that include the essential and supporting standard frequencies in content units to adequately scope lesson delivery days with built in remediation systems that include teacher collaboration and progress monitoring.

At peak, the impact of the goal should produce the following predicted outcomes:

Performance Level and Multiplier	ELA-Students Based on Fall 2023 EOY ATLAS Assessments (182 students)	50% goal for target ELA Students to move (156 students)
Level 1 Students demonstrating limited understanding/knowledge of grade level standards.	35% - 63 students <u>Interim Data</u> 46% - 71 students	32% - 50 students will remain and grow by EOY ATLAS 2024 -2025
Level 2 Students demonstrating basic understanding of grade level standards.	42% - 77 students <u>Interim Data</u> 37% - 57 students	27% - 42 students will move from Level 1 to Level 2 by EOY ATLAS 2024-2025
Level 3 Students demonstrating proficient understanding of grade level standards.	16% - 30 students <u>Interim Data</u> 15% - 24 students	25% - 39 students will move from Level 2 to Level 3 by ATLAS EOY 2024 - 2025
Level 4 Students demonstrating advanced understanding of grade level standards.	7% - 12 students <u>Interim Data</u> 2% - 3 students	15.5% - 24 students will move from Level 3 to Level 4 by ATLAS EOY 2024 - 2025

Progress Monitoring:	Key Performance Indicator(s)	Data Source	Baseline EOY SY23-24	Mid-Year Fall SY24-25	Target Spring EOY SY24-25
	1. Success will be measured using weekly and biweekly 03 check in forms with all direct reports and	DCPS Lesson Annotation Upload to Drive Folder Weekly Check Sheet	70% of teachers will achieve growth in	80% of teachers will achieve growth in 20%	90% of teachers will achieve growth in 30%

	<p>managers through the platform to track 100% of 03 forms completed particularly in the lesson annotation and lesson internalizations category. Annotations are scanned weekly to the teacher personal annotation folder located in the DCPS drive folder titled Lesson Annotations SY 2024-2025.</p> <p>The staff will utilize early release time, professional development opportunities, and professional learning coaches from Kids First to coach and help teachers continue the implementation of My Perspectives unit planning, progress monitoring, and evaluation.</p>	<p>Beginning/Middle/End Year I-Ready and ATLAS Interim and Summative data</p> <p>TORSH Platform for 03</p>	<p>10% of students on the ELA ATLAS Assessment</p>	<p>of students in ELA on ELA ATLAS Interim Assessment</p>	<p>of students in ELA on the ATLAS EOY Assessments</p>
	<p>2. Success will be measured using I-Ready and ATLAS Assessments in ELA (Language Usage)</p> <p>Success will be measured using 2024 ATLAS Data with I-READY and ATLAS Interim scores to identify student performance targets and set goals for winter/Spring assessments. i-Ready will be used to assess growth in ELA August 2024 to December 2024 to set interventions for all students and reassign instructional groupings and teachers in both subject areas.</p>	<p>Atlas Testing ELA</p> <p>I-Ready and ATLAS Student Reports</p>	<p>7%/12 overall students in grades 6-8 scored proficient/Advanced - Fall - 2024</p>	<p>60% of students will grow 7 to 12 growth points on ATLAS Assessments to make strides toward grade level growth. The prediction includes a possible performance level multiplier being impacted to move one or more performance levels.</p>	<p>80% students</p> <p>Will achieve growth on the ATLAS assessment</p>

CATEGORY	Rigorous Instruction
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GOAL 2

By the end of the 2024 - 2025 school year, the percentage of students, and SWDs demonstrating expected within-year growth in math as measured by the Atlas assessment will increase by at least 10 percentage points

By the end of the school year, the percentage students demonstrating proficient and exceeding growth in math as measured by the ATLAS assessment will increase by at least 10 percentage points.

For the 2024-2025 school year, KIPP DCPS, will improve its weighted achievement in student growth in Math and on the Spring 2025 ATLAS Assessment in each student performance level by 10% through curating the standard for Tier 1 instruction through extended lesson internalizations and planning after teacher annotations of lessons to achieve rigor and retention in student learning through lesson delivery.

Student numeracy will also increase in growth and achievement through the implementation of curriculum, instruction, and assessment that is congruent with the CCSS, horizontally and vertically aligned, and relevant to real-world application, with interventions/support provided for students.

Bi-monthly departmental meetings will include vertical and horizontal standards alignment scopes with Kids First Coaches that include the essential and supporting standard frequencies in content units to adequately scope lesson delivery days with built in remediation systems that include teacher collaboration and progress monitoring.

At peak, the impact of the goal should produce the following predicted outcomes

Performance Level and Multiplier	Math-Students Based on FALL 2024 ATLAS (187 students)	50% goal of target MathStudents to move (157 students)
Level 1 Students demonstrating limited understanding/knowledge of grade level standards	36% - 67 students <u>Interim Data</u> 48% - 75 students	38% - 41 students students will remain and grow by EOY ATLAS 2024 -2025
Level 2 Students demonstrating basic understanding of grade level standards.	31% - 58 students <u>Interim Data</u> 35% - 55 students	25% - 39 students Students will move from Level 1 to Level 2 by EOY ATLAS 2024-2025
Level 3 Students demonstrating proficient understanding of grade level standards.	21% - 39 students <u>Interim Data</u> 12% - 19 students	22.5% - 35 students Students will move from Level 2 to Level 3 by ATLAS EOY 2024 - 2025
Level 4 Students demonstrating advanced understanding of grade level standards.	12% - 23 students <u>Interim Data</u> 4% - 7 students	26% - 41 students students will move from Level 3 to Level 4 by ATLAS EOY 2024 - 2025

Progress Monitoring:

A 50% increase of Bottom 30% students will demonstrate a proficiency standards in the area of typical growth in Mathematics by

Key Performance Indicator(s)	Data Source	Baseline EOY1 SY23-24	Mid-Year Fall/Winter SY24-25	Target Spring EOY SY24-25
1. Success will be measured using ATLAS and I-Ready score reports, Assessment in Math. These reports will	ATLAS Assessment Test (Math) Eureka Squared Test (Math) (weekly reports) I-Ready Diagnostic	33% of overall students in grades 6-8 scored proficient/advanced - Fall 2023-2024 EOY ATLAS Assessment	40% of overall students in grades 6-8 will score proficient/advanced on winter interim assessment.	60% of overall students in grades -6-8 will score proficient/advanced by fall 24/25

<i>spring 2025 as measured by I-Ready and ATLAS assessment proficiency</i>	be used in weekly PLC and grade level team meetings and O3's to track student growth towards school goals and other deficiencies to adjust remediation structures.	reports and personalized instruction. Math essential standard exit ticket tracker			
	2. All Math teachers will implement a vertically aligned curriculum to teach the CCSS and GLO's, and will clearly indicate in their lesson plans and pacing guides the curriculum sources being used for each unit/lesson and assessment. 100% of teachers will follow the observation cycle (Observation, Feedback and Practice)	Observation Checklist/ lesson plans, walkthrough forms	10 teachers have currently engaged in the observation/feedback cycle as of November 2024.	All 12 teachers will engage in the observation/feedback cycles with fidelity by February 2025.	15 teachers will engage in the observation/feedback cycles with fidelity by the end of the year. June 2025.

PART III | GOAL DETAIL

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)	<p>For the 2024-2025 school year, KIPP DCPS, will improve its weighted achievement in student growth in ELA and Math in each student performance level by 50% through curating the standard for Tier 1 instruction through extended lesson internalizations and planning after teacher annotations of lessons to achieve rigor and retention in student learning through lesson delivery.</p> <p>Bi-monthly departmental meetings will include vertical and horizontal standards alignment scopes that include the essential and supporting standard frequencies in content units to adequately scope lesson delivery days with built in remediation systems that include teacher collaboration and progress monitoring.</p>

Q2 STRATEGIES - October 2024 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?	Q2 BASELINE Outcomes as of October 2024	Q3 ACTUAL Outcomes as of January 2025	Q4 ACTUAL Outcomes as of May 2025
1. All ELA teachers will examine student work and assessment data and will provide students with timely feedback and ongoing interventions/support as needed.	ATLAS Interim (ELA) Reading, Language/ I-Ready data/ curriculum assessments/ Do Now's/Exit Tickets	23% overall students in grades 6-8 scored proficient/ advanced - Fall 2024	27% overall students in grades 6-8 scored proficient/ advanced - Winter -2024 on ATLAS Interim Assessment	

CATEGORY	Rigorous Instruction
GOAL 2 (REQUIRED)	<p>For the 2024-2025 school year, KIPP DCPS, will improve its weighted achievement in student growth in Math in student performance level by 50% through curating the standard for Tier 1 instruction through extended lesson internalizations and planning after teacher annotations of lessons to achieve rigor and retention in student learning through lesson delivery. Student numeracy will also increase through the implementation of curriculum, instruction, and assessment that is congruent with the Arkansas Academic Standards, horizontally and vertically aligned, and relevant to real-world application, with interventions/support provided for students.</p>

	Bi-monthly departmental meetings will include vertical and horizontal standards alignment scopes that include the essential and supporting standard frequencies in content units to adequately scope lesson delivery days with built in remediation systems that include teacher collaboration and progress monitoring.
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Q2 STRATEGIES - October to December 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?	Q2 BASELINE Outcomes as of October 2024	Q3 ACTUAL Outcomes as of January 2025	Q4 Actual Outcomes as of May 2025
1. All Math teachers will examine student work and assessment data and will provide students with timely feedback and ongoing interventions/support as needed.	ATLAS Interim Math/ I-Ready data/ curriculum assessments/Do Now's/Exit Tickets	32% overall students in grades 6-8 scored proficient/ advanced - Fall -2024	16% overall students in grades 6-8 scored proficient/ advanced - Winter -2024 on ATLAS Interim Assessment	

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 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 - We are almost 90% fully staffed with 15 personnel making up my existing team. I can provide the educational support needed to make sure that students are learning and growing according to my coaching support cycle that includes weekly O3's , lesson planning conferences with data checks, and pre and post observations. All of the teachers that are on staff are equipped through PLC's and weekly team meetings with tools needed to make sure that the plan set in place is successful. KIDS First along with KIPP Foundation are supporting in collaboration with DCPS instructional leaders, to support pedagogy and practice to successfully teach subject areas.

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.

I anticipate that not having a self-contained teacher and an extra teacher's assistance has and will affect the productivity on my campus. When teachers are out, the fidelity of implementations will be compromised for not having extra help and by not having all of the tools/ teachers in SPED has affected instruction on my campus.. Professional development needs will be at an all time high to get teachers their required professional development and support. The sustainability of the school director will be vulnerable and compromised due to these personnel needs. As of today, professional development is lacking due to changes in the department. KIPP DCPS was late in being provided with the instructional resources/curriculum SAVVAS My Perspectives, Discovery Education and SAVVAS social studies and Eureka curriculum to ensure that teachers are teaching the curriculum with fidelity.

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?

KIPP DCPS science teachers need a curriculum that is better aligned to the standards needed for our students to master the content covered on the ATLAS EOY assessment. We also need a Self-Contained Special Education teacher and another teacher assistant.