KIPP Delta Elementary Literacy Academy
2022-2023 School Improvement Plan

Priority and Goal
In the 2022 – 2023 school year, KIPP Delta Elementary Literacy Academy will prioritize building a culture of achievement in order to meet our goal of at least 80% of students demonstrating proficiency in phonological awareness and reading comprehension. Additionally, our goal will be that at least 50% of our students in grades 3-5 perform in the ready or exceeding score on the ACT Aspire literacy and math assessments. Lastly, we would like to increase our average daily attendance rate to 95% for grades K-5.

Data
To determine our goal, our school's leadership reviewed the following student and family data: attendance, chronic absenteeism, suspensions, and expulsions as recorded in eSchool; behavioral and student habit data from LiveSchool; student achievement from quarterly standards-based assessments NWEA MAP testing results, Dibels assessments, and STAR Reading/Math data. Information acquired from our survey data from KIPP Foundation student and family surveys. KIPP Delta ELA had an average daily attendance rate of 91.9%. This represents a 11.9% increase in student attendance which came as a result of returning to full in person instruction. On our EOY MAP testing, Our interim results in English, science, and math have been steady over the three administrations this year. On our KIPP Foundation parent and student surveys, parents say that they choose KIPP Delta ELA for our focus on academics and character more than any other reason. Our families and students also report that stakeholders feel that we need to increase our communication systems that are more proactive and efficient.

Supports, Interventions, or Practices
KIPP Delta Elementary Literacy Academy will make a number of changes to create a culture of achievement in the school where kids are deeply engaged in classes and teachers are using grade level materials that are aligned to standards taught. First, we are continuing to double down on our literacy curriculum, Core Knowledge Language Arts and effectively implementing all components of the curriculum. Through our partnership with the TNTP group, teachers will receive additional support on how to provide standards based instruction and how to use student data to effectively execute reading centers daily. We chose this curriculum because of its alignment with the science of reading. We are confident that the curriculum, with a clear, standards-driven approach to instruction, a deep grounding in phonemic awareness and phonics through second grade, emphasis on building background knowledge, and a well-documented research base will improve students' performance in literacy. Additionally, we will continue to implement a reading intervention program called Connections to address phonological awareness deficits and HillRAP. Students identified as Tier 2 and Tier 3 have shown growth with one on one and small group sessions with trained staff three times per week for 30 minutes. Second, we will continue to implement and deepen our commitment to a culture of earning and logical consequences. We continue to refine and implement the incentive system across the school using LiveSchool as a technology platform to recognize positive behaviors and track negative behaviors. We will tie incentives such as the school store, field lessons, and other school privileges to the points earned in LiveSchool. We will equip teachers to integrate the recognitions and deductions into their classroom management practices to ensure we are consistently recognizing positive behaviors and addressing misbehaviors. Additionally, we will continue to implement an anti-bullying program which includes student workshops and mentoring sessions.

Professional Learning
We will have two priorities for professional development for the 2022 - 2023 school year. First, we will engage in professional development to continue to effectively implement the Core Knowledge Language Arts curriculum facilitated through TNTP.   This professional development will include building new teachers' background knowledge to teach the curriculum, understanding the curriculum design, analyzing student assessment data from the curriculum, and observing and coaching the teachers on the curriculum implementation. Next, additional LETRS training will be conducted by trainers from the Department of Education. Additionally, we will have our intervention team participate in training on research the HillRAP reading intervention program. This training will be grounded in the science of teaching reading and effective program implementation.

Our second priority will be in building a culture of achievement in the school. This will include professional development on key messages, growth mindset, and effective effort. Additionally, we will conduct professional development with follow up observation and coaching on establishing strong routines in classrooms and across the school, implementing logical consequences, and effective student discipline to ensure our teachers are equipped to run classrooms with a high level of focus and hard work. Additionally, we will conduct professional development throughout the year to implement and reinforce an anti-bullying program.

Implementation Timeline, and Monitoring, and Evaluation Timeline

May 2022	● Re-order Core Knowledge Language Arts (CKLA) materials ● Order newly adopted curriculum materials for
July 2022	● KIPP Foundation training for instructional leaders (Grade Level Chairs, APs) ● Reading intervention staff will participate in training on the HillRAP reading intervention program and have at-bats virtually during the summer.
August 2022	● Conduct training for all new teachers on CKLA and Eureka Math (TNTP) ● Conduct internalization meetings for teachers ● Have teachbacks for teachers to receive feedback on the execution of the CKLA lessons. ● Students will be scheduled for reading interventions using Aimsweb data ● Complete workshop for new staff on logical consequences using *Teaching with Love and Logic* ● Conduct training on LiveSchool implementation for new staff ● Setup LiveSchool accounts for all new students and monitor rollover for returning students ● Cohort 1 LETRS Training ● New curriculum training for Social Studies and Science
August 2022	● Continue implementation of CKLA curriculum, Connections and HillRap reading intervention program, and anti-bullying program ● Begin weekly observations and coaching on CKLA and Eureka implementation ● Share LiveSchool account access with parents ● Begin sending home weekly LiveSchool student reports to families

	• Open school store for students to shop using their LiveSchool points • School leadership begins weekly monitoring of LiveSchool for efficacy of implementation
September 2022	• Schoolwide MAP Data training • Review of BOY MAP testing data • Weekly data meetings to plan for Tier 2 interventions and reteach lessons • Conduct first quarter review of intervention progress data • Conduct first quarter review of student culture data and implementation of anti-bullying program
October 2022	• Completion of school wide interim assessments for reading, math, writing and science. Interim 1 • Conduct second quarter review of HillRAP student progress data • Conduct second quarter review of CKLA student assessment data • Conduct second quarter review of student culture data and implementation of anti-bullying program
December 2022	• Completion of school wide interim assessments for reading, math, writing and science. Interim 2 • MOY MAP Testing/LETRS assessment • Data Reveiw and semester 2 RTI intervention groups rostered
April 2023	• Completion of school wide interim assessments for reading, math, writing and science. Interim 2 • Conduct third quarter review of CKLA and Eureka student assessment data • Conduct third quarter review of intervention student progress data • Conduct third quarter review of student culture and implementation of anti-bullying program
May 2023	• Conduct end-of-year Summative Assessments (MAP/ACT Aspire) • Conduct end-of-year review of HillRAP student progress data • Conduct end-of-year review of student culture and implementation of anti-bullying program

Priority and Goal

In the 2022-2023 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 in order 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. Through the use of each of these components, teachers will be better able to support academic achievement and student learning in the classroom setting. In order 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:

- 80% of teachers, students, and families will agree that the school has a safe and collaborative culture.
- 90% 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 2021-2022, our attendance was significantly lower (partly due to Covid 19). Our school climate has improved over the prior year with fewer than 9% of students suspended. This is, in part, due to students being actively engaged in class and participating in activities during the class period as reflected in Live School data. Students are also held to the standard of meeting behavior expectations daily and held accountable during lunch and after school detention when they fail to meet behavioral expectations or academic standards. As a result, Interim III ACT Aspire Assessment data reflects an increase in student readiness scores in the areas of English and Science. Proficiency scores in the area of reading declined between Interim II and III but are still higher than the proficiency scores for reading from summative testing completed in 2021. Interim results for 7th grade reading, science, and language arts significantly increased upon implementation of essential standards, lesson plan reviews, and professional learning communities. In order 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 using the "Get Better Faster" instructional coaching tool. The "Get Better Faster" coaching rubric will only be used for the first 90 days of school as it is expected that by then teachers should phase out of the rubric. In this case, teachers will then shift to a content specific rubric. identify areas of reading intervention needed based on yearly reading data.
October-May	Though strong coaching and support, teachers will consistently work to meet the bar

	of proficient/exemplary in the following content rubric areas: ● Joy ● 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 KnowledgeDevelop a reading growth tracker and create a vision for a school reading growth visual display. ***Denotes Priority Focus Areas***
August-May	● 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.
August-May	● Celebrate teacher growth via the "Get Better Faster" rubric ● 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
Daily	Morning and afternoon walk- throughs to ensure the following: ● Instruction is starting on time ● Students are in uniform ● Students are engage in a meaningful task ● Teachers are progressing monitoring priority standards via a google spreadsheet.
Weekly	● Each teacher will engage in at least one lesson internalization.

	• 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.
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. • Celebrate the teachers of students who are meeting interim assessment benchmarks. • Celebrate students who are meeting interim benchmarks assessments.

KIPP Delta Collegiate High School
SY22-23 School Improvement Plan

Priority and Goal
In the 2022-2023 school year, KIPP Delta Collegiate High School will
increase academic achievement and student learning by better supporting teachers via unit internalizations, lesson internalizations, observations, feedback, and data meetings. Through the use of each of these components, teachers will be better able to support academic achievement and student learning in the classroom setting. In order 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:

- 80% of teachers, students, and families will agree that the school has a safe and collaborative culture.
- 90% 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: school matriculation; student reward earners; attendance, suspension rates, and expulsion rates as recorded in eSchool; school GPA data as reported in Schoolzilla; staff retention; reading data from Scholastic Reading inventory; Liveschool behavioral data; student achievement and proficiency from ACT Aspire and ACT tests; and data from KIPP Foundation student and family surveys. In 2019-2020, our attendance has been consistently above 95% (96.2%) and our year-over-year retention is up 6.5%. This is due in part to students feeling a sense of love and belonging while being supported academically with rigorous and engaging activities during class. However, we still have challenges as many of our students are reading below grade-level, performing inadequately in math, and are still having difficulty with completing homework and/or special projects.In order to increase student academic achievement, leaders will ensure strong instruction is happening each day by ensuring 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?

Tier 1
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

Each of these components will support training such that the priority content constituents below can be effectively developed throughout the school year.

Implementation Timeline

July-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 using the "Get Better Faster" instructional coaching tool. The "Get Better Faster" coaching rubric will only be used for the first 90 days of school as it is expected that by then teachers should phase out of the rubric. In this case, teachers will then shift to a content specific rubric.
October-May	Though strong coaching and support, teachers will consistently work to meet the bar of proficient/exemplary in the following content rubric areas: ● Joy ● 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 ***Denotes Priority Focus Areas
August-May	● Deliver weekly professional development on the priority focus domains listed above.
August-May	● Celebrate teacher growth via the "Get Better Faster" rubric ● 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. ● Evaluate effectiveness of strategies with teachers and school leadership team.

Monitoring and Evaluation Timeline

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

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. - Celebrate the teachers of students who are meeting interim assessment benchmarks. - Celebrate students who are meeting interim benchmarks assessments.

KIPP Blytheville College Preparatory
SY22-23 School Improvement Plan

Priority and Goal
In the 2022-2023 school year, KIPP Blytheville College Preparatory School will prioritize increasing literacy and math proficiency in order to meet our goal of at least 40% of students scoring ready in literacy and math as evidenced by the ACT Aspire, NWEA, and DIBELS summative assesments.

Data
To determine our goal, we reviewed the following student and family data: attendance and chronic absenteeism; suspensions and expulsions as recorded in eSchool; behavior and student habit data from LiveSchool; student achievement from DIBELS, ACT Aspire and NWEA tests. KIPP Blytheville College Preparatory has anaverage daily attendance rate of 95.82%. . The chronic absence rate is 6.8% which is approximatlet 1% higher than time last year. Our suspension rate is 16.8% which is 10% higher than last school year. Based on the 2020-2021 ACT Interim score 4.6% of students were proficent in English; 6.9% were proficient in Reading; 12.8% were proficent in Math

Supports, Interventions, or Practices
1) Increase average daily attendace to 96% or above
   a) Support operations coordinators and provide a script for attendance phone calls.
   b) Complete phone calls to families with absent students by 9:00 AM every school day.
   c) Students success coordinators will complete house visits when a student has been absent for three or more consecutive days.

2) Reduce Chronic Absenteeism
   a) Train and support operations coordinators and student success and support coordinators and provide documentation with steps to prevent and handle chronic absenteeism.
   b) Increase frequency of communications to families of students with chronic absences.

4) Improve literacy and Instruction through Implementation of Strong Curricula
   a) Train and provide continued support to academic administrators, K-2 teachers, and 3-6 ELA teachers on implementation of Heggerty, CKLA, centers, and my perspectives, and eureka with respect to their grade level and subject area.
   b) Maintain protocol for teacher observations and feedback, including:
      i) Frequency of teacher observations.
      ii) Determine essential feedback for improving literacy academics (lesson plans, differentiation, implementing curriculum with fidelity, and systems and considerations that we will need to implement including but not limited to chaining, decoding, letter sounds, habits of discussion, and goals and celebrations, etc.).
      iii) Coaching from outside partners such as TNTP.
   c) Include time in the schedule for literacy and math tier 2 interventions
      i) Teachers will use literacy and math center activities for interventions to meet the needs of individual students.
      ii) Teachers will use data trackers to display and celebrate student's progress.
   d) Regularly analyze data with the School Leader (SL), Assistant Principal (AP), and Teacher (if applicable).

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Teacher will have scheduled time to review student work and data analysis of Exit Tickets/ End of Moduels/CKLA/DIBELS/ MAP/ ACT Aspire assessments.
Teacher, SL, AP will meet to align on LASW and data analysis protocols through TNTP.

Professional Learning
- Operations coordinators will receive professional development:
  - on attendance procedures, including phone calls to families, and
  - filing truancy paper work with local govenemnt.
- Literacy teachers and leaders ls will receive professional development on:
  - HillRAP,
  - CKLA,
  - Science of Reading,
  - Lexia
  - My Perspectives
  - Looking at student work protocal as outlined by TNTP.
- Math teachers and leaders Relevant teachers and leaders will receive professional development on:
  - Eureka
  - Math Common Core Standards
  - Math Centers
  - Look at students work protocal as outlined by TNTP

Implementation, Monitoring, and Evaluation Timeline

July 2022	- Order curriclum materials for literacy and math - Adminstrators and selcted teachers attend training to support understanding of common standards - Plan and prepares proffesional development for staff that will begin in August
August 2022	- Staff will attend both content and pedgogical proffesional development aligned to the respective oontent area - New staff must begin Science of Reading training outline by ADE - Review 2021-2022 EOY data to plan and prepare unit 1 of instructon. - Meet with operations coordinators and student sucess coordinators to develop a plan for chronic absences.
September 2022 Decemember 2022 May 2022	- Teachers will begin to implement eurkea, CKLA, my perspectives, and Heggerty with integrity - School leader and other applicable academic leadership team members will complete informal observations of teachers. - Students will complete interim NWEA (MAP test K-6). - Determine area stengths and areas of improvement. - Teachers will analyze data to make adjustments to tier 1 and tier 2 instruction for the upcoming math and literacy units. - SL/AP/Teachers will celebrate students that grew from one BOY to

	MOY and MOY to EOY.
June 2022	- Review Summative data to determine students in need of extended school year. - Determine area stengths and areas of improvement for unit 1 for the following school year.

Priority and Goal

In the 2022-2023 school year, KIPP Blytheville Collegiate High School will prioritize students receiving grade level instruction that is affirming, meaningful and engaging (GLEAM). The administration team will use the metrics noted within this school improvement plan to ensure that students consistently receive GLEAM instruction in every subject area.

Interim Readiness Goals:
1. Interim 1 Goal: 60% of students in grades 7-11 will meet readiness in reading, math and science.
2. Interim 2 Goal: 75% of students in grades 7-11 will show growth in reading, math and science.
3. Interim 3 Goal: 85% of students in grades 7-11 will show growth in reading, math and science.

Summative 2023 Goals:

ACT Aspire Summative 2023 Goal: 70% of students will meet the ACT Aspire readiness benchmarks in reading, math, and science on the summative assessment.

Data

To determine our goal, our school's leadership reviewed the following student and family data: attendance and suspensions as recorded in eSchool; ELA and math data from IXL; behavior data as outlined in Liveschool. KIPP Blytheville Collegiate High School (KBC) had an average daily attendance rate of 85%. In order to address the issue of low literacy, math and behavior performance we are prioritizing students receiving GLEAM instruction, creating a culture of school-wide celebrations, re-establishing our school store, and engaging parents in math and literacy nights two time each semester. Research has shown that when teachers provide students with grade level instruction that is engaging, meaningful, and affirming, with the appropriate scaffolds, students are able to successfully progress through grade level instruction. Research from the National Coalition for Parent Involvement in Education shares that "no matter their income or background, students with involved parents are more likely to have higher grades and test scores, attend school regularly, have better social skills, show improved behavior and adapt well to school."

Supports, Interventions, or Practices
1. A school wide expectation is set around GLEAM instruction.
    a. **Grade Level**: students receive tasks, texts, and materials aligned to the appropriate grade level college and career standards
    b. **Engaging**: foster persistence in grade-level work that builds students' interests tied to knowledge and culture without disrupting student believes about who they are and what they can become
    c. **Affirming**: honor and acknowledge students' ethnic, racial, and linguistic identities and historical experiences within the context of grade level work
    d. **Meaningful**: understand and critique dominant cultural norms and examine their community's social position to foster advocacy and change within their local community.
2. Our **mathematical identity** will be geared toward the following mathematical shifts:
    a. **Focus**: focus strongly where the standards focus. Speak to the precise language of the standard.
    b. **Coherence**: Think across grades and link to major topics within the grades. Coherence helps teachers to develop a mindset that views mathematics as an interconnected web of concepts, knowledge and skills.
    c. **Rigor**: Three aspects of rigor. Conceptual understanding, procedural skill and fluency, and application.

3. Our **ELA identity** will be founded in the following key shifts in english language arts:
    a. Regular practice with <u>complex texts</u> and their academic language
    b. Reading, writing, and speaking <u>grounded in evidence from texts</u>, both literary and informational
    c. <u>Building knowledge</u> through content-rich nonfiction.

Summer Professional Development Timeline

Action	Timeline	Due Date	Person Responsible
Develop GLEAM pd sessions for staff	June-July 2022	July 22, 2022	School Director & AP
Develop sustainable coaching calendar for semester 1 with admin team	June-July 2022	August 5, 2022	School Director & AP
Develop a scaffolding vs. modification pd	June-July 2022	July 26, 2022	School Director & AP
Develop a PBIS and Liveschool PD	June-July 2022	July 20, 2022	Student Success Coordinator
Develope CWT feedback form	June-July 2022	August 17, 2022	School Director, AP, & Academic Director
Develop a school specific student and staff "celebration calendar"	June-August 2022	August 17, 2022	School Director, AP, & Student Success Coordinator
Develop an formative assessment metric to monitor student progression	June-August 2022	August 17, 2022	School Director & AP
Develop lesson plan template that aligns to GLEAM	June-August 2022	August 09, 2022	School Director, AP, & Teachers

School year on-going professional development areas of focus

1. Continued training on GLEAM in every classroom. (weekly/bi-weekly)
2. Continued coaching and feedback on meaningful student feedback
3. Continued review of Liveschool trends. *This work will be led by the student success coordinator. (weekly and quarterly)
4. Continued training on deconstructing, reconstructing, and constructing instruction that is grade level. (weekly/bi-weekly)

Evaluation and Monitoring Metrics Teacher Facing. Teachers must:
1. Bring exit ticket data to every 03 meeting. (weekly/bi-weekly)
2. Instruct using grade level standards, materials, texts, etc. (daily)
3. Provide real-time meaningful feedback to students. (daily)

4. Ask probing questions that assist in strengthening student understanding and ensure that students are doing the heavy cognitive lifts. (daily)
5. Addressing student misconceptions through appropriate questioning which cause students to do the heavy cognitive lifting. (daily)
6. Provide tier two instruction within the 90 minute instructional block (Math and ELA only). Tier two support should be aligned to what the teacher taught that day. (daily)

Evaluation and Monitoring Metrics Administration Facing. Administration team must:
1. Conduct daily CWTs in ELA, Math, and Science spaces at random times throughout the day and provide real-time feedback during each CWT.
2. Conduct weekly CWTs in Social studies and elective spaces throughout the week and provide real-time feedback during each CWT. (daily)
3. Hold weekly 03 coaching sessions with ELA, math, science, and social studies teachers. (weekly)
4. Hold bi-weely 03 coaching sessions with elective teachers and instructional assistants. (weekly)
5. Ensure that coaching sessions are rooted in current data (i.e., most recent CWT data, exit ticket data, formative assessment data, interim data, liveschool data, etc). (daily and weekly)
6. Ensure that interim assessments are conducted as outlined by the assessment calendar. (quarterly)
7. Ensure that math, ELA, and science teachers have the necessary time to deconstruct, reconstruct and construct instruction that is aligned to grade level standards. (daily & weekly)