

2021-2025

Dr. King Charter School
1617 Fats Domino Avenue
New Orleans, 70117 LA

Friends of King School
1617 Caffin Ave.
New Orleans, 70117 LA

**The Five-Year Consolidated School
Improvement Plan**

Submitted September 2021

Reviewed July 17, 2024

Comprehensive Needs Assessment

Executive Summary

Provide an overview of the school's philosophical and social frameworks.

Mission Statement

Our mission is to create and maintain an orderly, trusting environment where teaching and learning are innovative and exciting; where students are taught to read, write, compute, and think critically according to their fullest potential.

Students are taught to:

“READ, WRITE, COMPUTE and THINK CRITICALLY”

Vision

To produce schools highly regarded for its academic excellence and its' contribution in serving and improving the community in which it serves by inculcating students to value learning as a lifelong process.

Core Beliefs

Dr. Martin Luther King Jr. Charter School believes all children can learn when their environment is safe, welcoming, and conducive to acquiring knowledge. Creating this positive learning environment is critical and requires educators to utilize effective communication, strong classroom management, parental involvement, academic rigor, high expectations for all, collaboration and collegiality, acceptance of change, and accountability.

Education is a shared responsibility between schools, families, and the community, with the best results coming when all three work together. MLK takes the initiative in developing and sustaining effective partnerships because a well-planned visionary partnership is necessary for all students to succeed.

Every student is uniquely capable and deserves to be challenged and engaged in relevant, rigorous, and meaningful learning each day.

Every student is expected to learn, grow, and succeed regardless of socioeconomic status, race, and ethnicity while nurturing the whole child.

Well-supported, highly effective, and dedicated principals, teachers, and staff are essential to success for all students.

All staff, while sustaining best practices, promote and support a culture of continuous improvement, risk-taking, and innovation that results in a high-performing organization focused on student achievement.

All staff value a diverse school community that is inviting, respectful, inclusive, flexible, and supportive.

We educate all students to become independent lifelong learners, creative thinkers, caring citizens, and responsible contributors in our increasingly diverse global society.

Data Sources

Demographics

Demographics refer to the characteristics or make-up of the school and help us understand who we are currently working with and how we implement strategies, initiatives, programs and services to meet their needs.

Summary

Under the oversight of the Friends of King School Board, Dr. Martin Luther King Jr. Charter School is found on two campuses located at 1617 Fats Domino Avenue and 5300 North Rocheblave.

Dr. Martin Luther King Jr. Charter School for Science and Technology opened its doors in 2006 and now serves 754 students in grades PK through 12. The student population is 95.9% African American, 0.10% Asian American, and 3.71% Hispanic and 0.13% Caucasian comprised of 52.5% males and 47.5% females.

Dr. Martin Luther King Jr. Charter School for Science and Technology serves 11.2% Special Education students, 0.13% Gifted and Talented, 100% Economically Disadvantaged students and 100% At-Risk students. The average attendance rate for students is 89.2%.

The school saw a decline in 2020 enrollment due to a change in the academic calendar. The 2019-20 academic calendar for the year made a significant shift from 5 days to a 4-day school week. The 2021 decline is due to the COVID 19 pandemic. The grade level most affected by COVID was PreK. Enrollment continues to decline primarily at the high school level. Despite, this decline, the demographics is reflective of past years enrollment.

Strengths

- Early Intervention –Early Literacy, Child Find, ESL, Health Screening (vision and auditory), Pre-K Inclusion
- Innovative programs
- Fiscally conservative
- School safety
- Teacher training and development
- Competence of teachers

Needs

- Parent engagement
- Find ways to reduce the achievement gap of students coming from diverse backgrounds
- Challenging student behaviors

Data Sources

- At-Risk by Category
- Attendance
- College/University/Dual Credit/Advanced Placement Enrollment
- Enrollment
- Ethnicity
- Gender
- Graduation, Completion, Dropout, and GED rates

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- Mobility / Stability

Student Achievement

Student Achievement data refers to the annual and longitudinal reviews from varied sources of formal and informal data. These data provide insights about the degree to which students are acquiring the knowledge and skills expected for each grade level and course of study.

Summary

Learning loss because of COVID-19 has negatively impacted all students and subgroups, as our students continue to consistently perform below other students on the state level content mastery of standards in ELA, Math, Science and Social Studies emphasizing the evident equity gap when compared to all students across all content areas at all grades tested on LEAP 2025.

The committee reviewed data from five focus areas: Student Achievement, Curriculum and Instruction, Professional Development, Family and Community Involvement, and School Context and Management.

Assessment at MLK is designed to collect formative and summative student information. The LEAP 2025 measures student proficiency in Louisiana. The ACT measures college readiness and predicts future academic success. TS Gold, Acadience Reading (DIBELS), and iReady formative assessments provide staff with data used to guide instruction.

Due to COVID, the 2019-2020 high stakes tests accountability were suspended. Students participated in 2020-2021, 2021-2022, 2022-2023, and 2023-2024 high stakes tests. Results are reported below.

PERCENT PROFICIENCY LEAP 2025

Grade	Subject	MLK 2021	State 2021	MLK 2022	State 2022	MLK 2023	MLK 2024	State 2024
3	ELA	21	38	11	38	14	30	44
3	Math	7	33	24	37	17	14	35
3	Science	7	20	11	22	3	8	25
3	Social Studies	7	20	16	21	5	NA	NA
4	ELA	12	41	11	44	13	15	42
4	Math	6	35	4	37	3	3	38
4	Science	2	28	5	30	0	5	31
4	Social Studies	2	17	9	27	0	NA	NA
5	ELA	11	33	16	40	8	6	43

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Grade	Subject	MLK 2021	State 2021	MLK 2022	State 2022	MLK 2023	MLK 2024	State 2024
5	Math	4	23	4	30	3	21	33
5	Science	0	30	7	31	3	0	34
5	Social Studies	0	23	2	24	3	NA	NA
6	ELA	2	34	8	38	12	16	40
6	Math	7	22	0	27	4	4	31
6	Science	2	20	2	23	8	11	23
6	Social Studies	0	21	0	17	4	NA	NA
7	ELA	14	42	31	45	29	18	45
7	Math	16	20	4	24	2	5	27
7	Science	6	21	10	27	10	8	30
7	Social Studies	6	30	15	31	4	NA	NA
8	ELA	25	44	21	47	24	33	45
8	Math	6	20	4	23	7	13	23
8	Science	8	23	8	29	7	8	28
8	Social Studies	23	35	6	33	7	NA	NA
HS	English I	9	41	13	41	5	18	41
HS	English II	10	45	10	46	12	16	47
HS	Geometry	0	28	2	28	2	4	30
HS	Algebra I	2	29	11	34	4	7	39

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Grade	Subject	MLK 2021	State 2021	MLK 2022	State 2022	MLK 2023	MLK 2024	State 2024
HS	U.S. History	0	25	4	28	11	4	29
HS	Biology	0	24	3	23	2	2	27

iReady 2023-2024 EOY Percent Overall Math Placement

Grade	Above Level	On Level	1 Levels Below	2 Levels Below	3 Levels Below
1	13	9	66	13	0
2	3	8	54	36	0
3	10	18	46	18	9
4	3	10	38	22	27
5	2	9	30	28	31
6	3	3	28	7	59
7	2	8	18	10	62
8	24	9	25	7	34

iReady 2023-2024 EOY Percent Overall ELA Placement

Grade	Above Level	On Level	1 Level Below	2 Levels Below	3 Levels Below
1	33	10	51	6	0

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Grade	Above Level	On Level	1 Level Below	2 Levels Below	3 Levels Below
2	26	13	42	18	0
3	25	25	23	14	13
4	8	6	38	21	27
5	2	11	21	30	36
6	7	10	14	12	57
7	14	12	9	9	56
8	31	14	17	5	34

ACT

School Average Composite Score

15.3

State Average Composite Score

18.4

Strengths

1. 94% of Pre-K students met or exceeded growth targets on Language post test
2. Provides early intervention programs

Needs

1. Increase student academic performance on state tests
2. Teacher Preparation to meet the demands of ensuring students are ready for kindergarten.
3. Improvement in areas of early childhood assessment, intervention and responses
4. Increase the % of students scoring 18 and above on the ACT
5. Increase the number of students participating in dual enrollment
6. Offer career and technical job shadowing, work based learning, and mentoring opportunities
7. Close the achievement gap of students below grade level

Data Sources

- Advanced Course/Dual Enrollment Data
- Benchmark Data
- Classroom and Program Assessments and Other Data

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- Graduation, Completion, Dropout, and GED Rates; Diploma Types
- IBC Certifications
- Promotion/Retention Rates
- SAT/ACT/PSAT Results
- State Assessment Data
- Student Work

School Culture & Climate

School culture refers to the organization's values, beliefs, traditions, and customs which shape the personality and climate of the organization. It determines how parents, community, staff and students feel about the school and affects how people interact within the system.

Summary

MLK is continually striving to provide a safe and disciplined environment for its students. All visitors enter through one entrance where they are received by the hall monitor and issued a guest tag before they are allowed to enter the front office for further directions. Fire, severe weather, and lockdown drills are conducted as mandated by state agencies. In addition, we practice the required safety drills.

Multiple avenues of communication are available to the community to contact staff members with concerns and compliments. Faculty emails are available to parents 24 hours a day. The MLK website provides families with pertinent information such as school announcements and emergency school closing information.

Additionally, teachers create classroom email groups to communicate with parents. Parent Portal allow parents access to up-to-date information regarding grades and assignments. This program, along with the school's web page, allows parents to contact staff members any time. School Messenger, an automated calling system, is used to contact parents regarding the dissemination of important information such as upcoming meetings, inclement weather, and other pertinent information. This proactive approach to problem solving and communication has virtually eliminated any disruption to the educational process. Additionally, the administrator sends out a bi-monthly newsletter filled with important school information.

Input from teachers, students and parents indicate that a safe and disciplined school is provided. Parents are kept well-informed of situations that pertain to the health and welfare of students and staff. A crisis plan has been developed and implemented. The plan is reviewed annually, and changes are made accordingly.

MLK creates an environment where students feel safe and respected before, during and after school by its sound, established procedures for each area of the day. The procedures are a part of the students' handbook and reviewed as needed throughout the school year. Administration, support staff members, teachers, interventionists and teachers' assistant are strategically placed and visible throughout the campus before and after school. The physical surroundings are appealing. The school facilities are clean and well maintained. Staff collaborates well with students to ensure they feel safe.

Strengths

1. Monthly recognition of teachers and students
2. Regularly communicates high expectations and vision
3. According to EOY surveys, teachers are pleased with employment and administration
4. Campus facilities are well maintained
5. Counselors address students' needs in the following areas: academic, personal, career day
6. Bullying, Safety and Drug/Alcohol Prevention presentations promote a safe, comfortable and learning environment
7. College and Career Day to emphasize higher education and the work force

Needs

1. Increase parental engagement in their child's development
2. Implementation of MTSS with fidelity
3. Continue SEL program

Data Sources

- Classroom and School Walkthrough Data
- Parent Conferences, Meetings, etc.
- Questionnaires
- Surveys

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention refers to the school organization's level of high-quality, highly effective staff, particularly in high-poverty schools. This area is also focused on assessing the effect of recruitment and retention strategies on staffing patterns.

Summary

High Quality and Ongoing Professional Development (Reviewing the Evidence on How Teacher Professional Development Affects Student Achievement/WWC)

Professional development is the venue for continued growth by the staff. In keeping with our mission, we believe that children should be challenged to be responsible and to learn to their fullest potential. In doing so, Instructional staff must commit to remaining abreast of the most current research and techniques that will improve our craft and our ability to optimize student learning. The most critical ingredient for student learning is the adeptness with which teachers employ their craft. This begins with a deep and comprehensive understanding of domain content and the ability to present such content in a manner that enables all students to reach mastery. Professional development will continue to be job-embedded and focused on higher student achievement through improved instructional strategies.

The school will provide access to high-quality ongoing professional development throughout the school year for all staff including teachers, principals, and paraprofessionals. Professional development activities will be geared to individual teachers' specialties, along with any other identified needs as determined through the staff, student and parent needs assessment surveys, administration classroom observations and evaluations, and/or district identified needs. Professional development will be conducted both at the school and at the district level as well as in-state and out-of-state conferences and workshops which will be intensive and sustained. Teachers attending certain staff development sessions share the information with the rest of the faculty via grade level meetings or during faculty meetings after school. Staff development needs are assessed regularly through official Compass observation summaries, classroom walk-throughs conducted by the school administration and by the staff developer. The Compass observations conducted by the administration are for the purpose of assisting the teachers improve their teaching skills and to determine if any staff development needs are warranted.

MLK will focus monthly professional development time on improving student achievement by developing better intervention and more effective differentiated instruction. The monthly sessions follow the Professional Learning Community model (PLC) consisting of reflection on past practices and experiences, a study of current student performance data, and a plan for trying new strategies to address focused areas of deficiencies.

MLK will work to provide training to teachers to help motivate students to read. The school has partnered with the public library as a community to foster a love for reading for families. K-5 teachers will have training on how to use Amplify Reading as a tool to promote and encourage student reading.

We will continue to train staff on the importance of developing the whole child and building relationships. We will provide teacher-led character education lessons to give students needed social and emotional support.

Growing professionally is the critical element to successful school change. Professional development has been intently focused on best practices in instruction in reading and math but will be expanded to other core and noncore subjects.

The following are additional professional development areas targeted:

Amplify Reading Training for K-5 teachers

Amplify CKLA Training

Amplify Science Training K-8 teachers

Literacy skills training K-2 teachers

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Staff development in management and accessing of student data

Teacher technology training

Google for Education

Class Dojo Training

Subject specific meetings

Accelerated Learning

Coursework and Study groups

Mentoring

Grade level meetings

Curriculum alignment

Response to Intervention

The school takes pride in hiring only highly qualified teachers. This means they all are fully trained, certified, and often experienced in the position they teach. Some of our faculty have advanced degrees. Life events, such as retirement, childbirth, or illness, sometimes cause a need for a long-term substitute teachers. When this occurs, we make every effort to hire a highly qualified substitute, certified or licensed in the area in which they are substituting. In rare cases it may be impossible to find a teacher with a particular certification, such as special education.

59.6% of the teachers at Dr. Martin Luther King Jr. Charter School are credential and highly qualified based on state licensure. 100% of the paraprofessionals are highly qualified either through the Parapro-test or obtainment of a college degree, or two years completion with passing of the mandated college courses. All staff members are seeking to improve themselves by attending professional workshops, online courses, and state sponsored seminars.

All currently employed professional personnel assist with recruitment specifically by making the system aware of outstanding prospects at every opportunity.

MLK likes to develop and promote from within which increases our rate of retention. Several classroom assistants were promoted to teachers after a few years of rigorous training and certification. Recognitions, rewards, and performance-based incentives provided to teachers throughout the year for their accomplishments instills a sense of pride and further aids employee satisfaction with their employer.

Strengths

- Highly qualified teachers
- Professional development
- Collaboration
- Teaching staff years of experience
- Teacher years working at MLK

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Needs

1. Proactive recruitment
2. Retention/quality evaluations
3. Increase the number of teachers rated highly effective and proficient.
4. Leadership development

Data Sources

- Coaching and other support data
- Paraprofessional and Other Staff Qualifications
- Professional Development Data
- Staff Effectiveness in Relation to Student Achievement
- Staff Mobility/Stability
- Teacher Certification/Qualification Data

Curriculum, Instruction & assessment

The curriculum/curricula collectively describe the teaching, learning, and assessment materials and resources available for a given course of study. These are aligned with the TEKS and other standards, incorporating instruction and assessment processes.

Summary

Our program reflects important evidence-based interventions that support the priorities identified in our CNA process and impact student performance on the states' LEAP 2025 assessments. Interventions ensure a well-rounded education for all learners while addressing the needs of students identified in our CNA process.

An area that has become glaringly obvious during the COVID-19 pandemic is the widening achievement gaps between our students and those performing at the state level of mastery. Foundational skills such as phonics and math fact knowledge have become areas of concern across grade levels and a lot of work has gone into identifying and mitigating those gaps throughout the school year. Reliability of assessment data along with a chronic absentee rate that is about 3 times higher than a typical school year have caused growing concern for student achievement that will need to continue to be addressed during the 2024-2025 school year. We will utilize targeted differentiated support in small groups partnered with a systematic, research-based, schoolwide approach to accelerate learning to mitigate academic gaps due to learning loss while our SEL curriculum and Social Workers will help fulfill social-emotional and attendance needs that have been identified.

Response to Intervention provides daily support to students beyond core instruction. This learning may be provided through researched curriculum, computer programs, and small group instruction for students below benchmark in reading and math. Selection for intervention is based on student achievement data gathered throughout the school year. Students that are below identified benchmarks for reading, math follow accelerated plans designed to assist students in closing the achievement gap. The Response to Intervention Team meets regularly with each grade level with RTI plans defined for each individual child requiring interventions. This is to ensure students that are targeted for extra support are moving toward personal goals set.

Students requiring accommodations and modifications for disabilities or additional support needed in the classroom have 504 Plans and IEP's. Intensive Reading Intervention (IRI) Plans are required for students who exhibit a substantial deficiency in reading, based upon statewide assessments conducted in grades kindergarten through two, or teacher observations. Students will be given intensive reading instruction as soon as practicable following the identification of the reading deficiency.

Gifted and Talented students receive identified instruction via pull out classes.

MLK uses data to make sound instructional decisions. Teachers participate in professional collaboratives monthly to analyze student data to drive and modify instruction as necessary. Students are grouped based on performance on a selected standard. Instructional strategies are shared to meet the needs of students within each group. Materials are selected to reteach and enrich standards. Students receive small group instruction, interventions and remediation based on performance. Teacher/student data chats are conducted periodically to increase student accountability in the learning process. This process continues as teachers work through the instructional year.

Tier 1 curriculum includes Amplify CKLA, Eureka Math, Amplify Science, Social Studies Weekly, and Teaching Strategies Creative Curriculum. The Louisiana Department of Education has recognized all the programs that we will use as meeting the expectations of being research based and are on the approved list for core curriculum and supplemental support. The components identified are phonological awareness, phonics, vocabulary, comprehension, and fluency. The Tier 1 curriculum/curricula collectively describe the teaching, learning, and assessment materials and resources available for a given course of study. These are aligned with Louisiana standards, incorporating instruction and assessment processes. The programs selected come with digit platforms and can support students and teachers with remote learning when and if needed.

To further address standards covered within the classroom additional programs and resources are selected based on the text complexity, standards-based activities and standards-based assessments. The school utilizes Curriculum Associates iReady as the required kindergarten through grade 9 Literacy and Math assessments. The iReady assessments are given three times a year. Our iReady interventionists, schedules and oversees this required testing. Test data is shared with all staff to determine modifications to instruction to accelerate student

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learning, School Improvement goals, and Priority Focus Areas. Test data is also used in developing teachers' annual Student Learning Targets and Professional Growth Plans (PGPs).

We will continue to utilize research-based progress monitors to provide effective interventions for all students. Extensive professional development is provided in collaborative common assessments, grading and effective tier I instruction. For FY25 school year, MLK will continue the implementation of proficiency scales for reporting student progress. In FY25 MLK will provide professional learning and materials/equipment for digital learning technology integration and virtual platforms for instruction to teachers and staff. To support digital learning and support best instructional practices using technology we have hired an instructional technology coach at each school to support teachers and staff.

Some examples of activities in the school regarding Curriculum and Instruction:

- Utilize the Curriculum Council during the summer to assess present curriculum for improvement
- Employment of a School Social Worker/Homeless Liaison to ensure at-risk students' needs are met and assists with curriculum and instruction leadership.
- Emphasized the use of LEAP 360 year and has provided training for teachers.
- Provides more intensive and sustained professional development before school starts and throughout the year.
- Institute an afterschool tutorial program for students who are struggling in their work and accelerate learning.
- Improve teaching and learning through the integration of technology in the classroom.

Evidence Based Practices:

Taking Action A Handbook for RTI at Work by Austin Buffum, Mike Mattos, and Janet Malone

Data Analysis for Continuous School Improvement by Victoria L. Bernhardt

Accelerate, Don't Remediate: An Instructional Framework for Meeting the Needs of the Most Vulnerable Students after COVID School Closures by Melissa Lambert, M.ED., and Joseph Sassone, MA

Aligning School Districts as PLCs by Mark Van Clay, Perry Soldwedel, and Thomas W. Many

Strengths

- The Leadership team meets biweekly to ensure that staff are supported in their goals and are delivering high quality instruction. Priorities include building instructional leadership capacity, evaluating and refining instructional initiatives, and communicating actionable data to grade level teams
- Teachers are encouraged to use the LDOE Teacher Resource Library and other exemplars to assist them in teaching at increasing levels of rigor and depth in their instruction.
- Common assessments through LDOE and other assessments are reviewed collaboratively by core teacher groups to develop a strong assessment program throughout the school.
- Nine weeks and benchmark tests serve as opportunities to identify areas for struggling students that require additional student support and intervention.
- Teachers continue to work on interventions (RtI) and are working hard to bridge the achievement gap for all students.

Needs

- Increase Academic Achievement: ELA, Mathematics, Science and Social Studies K-12
- Train teachers in Literacy
- Increase number of students taking dual enrollment and AP courses
- Increase Use of Technology

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- Teachers need to continue improving the quality of instruction, and assessments for all areas in order to increase student performance.
- The new state assessment system is more rigorous than past tests and will require changes and adjustments in teaching and learning for students to be successful.
- All subject area teachers need to plan effective, student-centered lessons.

Data Sources

- Collaborative Horizontal and Vertical Team Alignment Processes
- Common Benchmark Assessments and/or Other Assessments
- Standards-Based Curriculum Resources and Materials
- Technology integration

School Context & Organization

School Context and Organization refers to the processes, structures, decision-making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning.

Summary

School Context and Organization refers to the processes, structures, decision-making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning.

Strengths

- Administrator guided meetings
- Consistent Administrative monitoring
- Capability to alter and reorganize systems to accommodate students' needs
- Administrative walkthroughs
- Decision making by all stakeholders
- Grade level meetings
- Master scheduling
- Parent conferences
- School safety

Needs

- Focus on a master schedule which facilitates academic interventions without disrupting first line instruction
- Continue to provide needed professional development training for all staff members

Data Sources

- Communication: Formal and Informal
- Decision-Making Processes
- Duty Rosters
- Leadership: Formal and Informal
- Master Schedule
- Program Support Services, e.g., Extracurricular Activities, After School Programs, etc.
- Schedule for Student Support Services, e.g., Counseling, Social Work, Library, etc.
- School Map & Physical Environment
- Supervision Structure
- Support Structures: Mentor Teachers, internal campus supports

Family & Community Involvement

Family and Community Involvement refers to how these stakeholders are informed, invested and involved as partners in supporting the school community to maintain high expectations and high achievement for all students.

Summary

Dr. Martin Luther King Jr. Charter School (MLK) has adopted and has been implementing the Comer Model designed to improve the educational experience of at-risk youth by improving school climate through a collaborative, consensus-building, no fault approach to problem solving between parents and school staff. The nine-component process model includes three mechanisms (a School Planning and Management Team; a Student and Staff Support Team, formerly known as the mental health team; and a Parents' Team); three operations (a comprehensive school plan, staff development activities, and ongoing assessment); and three guiding principles (a no-fault attitude toward solving problems, decision-making by consensus, and collaborative participation that does not paralyze the principal). Thus, the school strongly supports parent participation and greatly value their input.

MLK has a diverse and knowledgeable team of school stakeholders, (professionals and support staff) that comprise our School Improvement Team. Various data is collected via several collaborative meetings that allow staff to be empowered and provide instruction to meet the needs of our students. Since the advent of COVID we have communicated in many ways; face to face meetings, Zoom meetings (primary mode), email correspondence, and surveys to enhance communication and collaboration.

At the beginning of each year, parents are invited to participate in developing the school improvement plan. Participant selection to serve on the School Improvement Team is made by the District Leadership Team, taking into consideration their availability, areas of expertise and willingness to be trained. Although parent representation exists on the SIP team, all parents are invited to participate in the survey and input meeting using flyers, text messages, emails, marquee, school newsletters, and other forms of social media. This information is shared with team members to include when developing the needs assessment and improvement plan. During the annual district meeting held in May, parents also can review and discuss King's school improvement plan.

MLK believes that family engagement involves the participation of parents and family members in regular, two-way, and meaningful communication involving student academic learning and other school activities. We believe in the following statements.

Parents play an integral role in assisting their child's learning.

Parents are encouraged to be actively involved in their child's education.

Parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.

As a team, we will continue to monitor and evaluate the MLK School Improvement Plan throughout its duration; specifically focusing on improvement of instructional practices and programming. Our team will continue to utilize data to identify students in need and implement strategies and interventions to assist students during the process.

MLK's open-door policy for parents and community members is a commitment to engage parents and community members in students' education. Input from parents, families, and community is obtained using feedback forms, surveys, input meetings, and in-person conversations. Parents are welcomed to submit comments and feedback regarding the policy at any time on the school district and school level website or by submitting written comments to the school. The parent liaison compiles data on parental participation attendance and meeting agendas.

MLK builds and sustains community partnerships by establishing lasting relationships that benefit the school, the community, and the partners. This process begins with the Program Manager soliciting previous community partners and businesses new to the area. Perspective partners are invited to attend a networking breakfast, where the school outlines our goals for the year which include parent events, meetings, and a variety of after school activities. Contact information is exchanged among participants, dates and resources are identified for the

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school year. Community partners also provide dates for resource distribution for items such as bookbags, school supplies, tennis, and various items for students. A plan is developed and drafted with assigned events for community partners to support. A consistent line of communication is established and followed-up with Program Manager being the primary contact.

The school aids parents in understanding state and district academic information connected to their student's learning and progress, as well as information regarding the Title I program, curriculum events and COMER. The school provides classes for parents to gain knowledge about the challenging state academic standards, local academic assessments, as well as the required assessments for Louisiana students including alternative forms of assessment. The dates and locations for these classes, as well as Second Cup meetings are posted on the school website and shared through invitations sent home to parents. The school coordinates pages on the district and school websites that contain resources and materials, including parent guides, study guides, practice assessments, and Second Cup activities, to help parents work with their children at home. Copies of these materials are made available at both sites for those families who may have limited internet access, including copies in Spanish.

Again, COVID has limited the number of in person gatherings with parents. However, in the past, parents attended Second Cup Meetings, participated in Comer meetings, sat for interviews as part of the Community Schools Needs Assessment, attended Orientation, Open House, Report Card Conferences, Black History Celebrations, Student of the Month, and Financial Literacy Night.

There is an ongoing effort by our school to increase parent engagement throughout both school campuses consistently. Educating all school staff on the value and utility of contributions of parents, how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties. Due to pandemic guidelines, increasing parent engagement became a virtual process with some surprising results to be further explored.

Strengths

- Parent liaison is highly visible and involved with parents
- MLK invites parents to different family and community events
- Regular communication to parents via newsletters and website
- Parent volunteers
- Handbooks and compacts distributed at the start of the school year that outlines policies and procedures

Needs

- Increase participation in meetings and trainings
- Increase use of teacher communications via websites, texts, email, etc.
- Train parents in the use of technology and school's program platforms

Data Sources

- Family and Community Participation Counts by Type of Activity
- Parent Activity Evaluations and Feedback
- Parent Volunteer Information

Technology

Technology refers to modeling and applying digital tools and resources for students, staff, and other stakeholders to advance teaching and learning, and connect to real-world experiences, including post-secondary opportunities.

Summary

MLK commits to encouraging all students and community members to become life-long learners. Essential to this vision is the development of the use of progressive technology that empowers teachers, students, and other adults to create learning experiences from the vast storehouse of information available both within and beyond the school building. In educating its students for the future, the school believes that while maintaining and enhancing our current technology network as being important, the school must play a part in equipping students, teachers, and the community to use all technologies efficiently. Our plan is continuously updated to keep up with the rapidly changing pace of technology in the district.

While creating a vision for technology in our district, we realize the single most important factor in determining the success of technology in the classroom is a teacher who can incorporate technology into instruction.

With the interruption of the prior school years due to the COVID-19 pandemic and its ongoing effects on the status of in-person versus remote learning, the focus areas of teaching and learning as well as school climate shifted. This shift, however, provided new opportunities for our students and staff that now informs the continuation for how we proceed.

The introduction of 1:1 technology for all students at all grade levels opened new teaching and learning tools that staff and students have been using in a remote setting. Staff have found platforms like Zoom, Google Classroom, Elevate K12, Nearpod, Virtual Job Shadowing, Amplify CKLA, Eureka Math, iReady and more to be extremely valuable in the remote setting and hope to transition their use to in-person learning during future years. An emphasis for this school year has been placed on learning the new technologies and implementing them with fidelity in the classroom. This implementation will look different via in-person learning.

Strengths

- Fully working computer labs at the elementary and high school
- Teachers and students have access to laptops
- Web-based programs

Needs

- Internet connection is not always reliable
- Continue to update technology tools and hardware
- Ensure 1:1 device
- Equip classrooms with smartboards

Data Sources

- Assessment of Technology Skills for Students, Staff and Other Stakeholders
- Classroom Technology Needs by Area, Class, Department, etc.
- Leadership and Administrative Support Structures for Technology Implementation
- Professional Development/Teacher Preparation Needs in Technology
- Resource Allocations

Consolidated School Improvement Plan for Dr. King Charter School

- Technology Hardware and Software
- Technology Infrastructure, Networks, etc.

School / Campus Improvement Plan

Preface

Additional Components of the School Improvement Plan

1. Comprehensive Needs Assessment-

These past years have been challenging in ways that are hard to articulate due to the COVID 19 pandemic. While the pandemic may not be as rampant, we recognize that there will be ripple effects for some time to come. Already, grade levels behind, learning loss has affected our students' level of academic performance.

In the school years to follow, Dr. Martin Luther King Jr. Charter School (MLK) will continue to meet the many challenges associated with education today. However, the administration, faculty, and staff of MLK will not be deterred from providing the best opportunities for learning and improving student achievement while offering a safe and nurturing environment for all students. We seek to foster a growth mindset of "Champions" in our entire educational community.

The dedicated and highly qualified faculty and staff at MLK strive for excellence and provide the best possible learning experience for all students while ensuring career and college readiness.

Meeting state standards and our goals for improvement continue to drive our curriculum and instruction. We continue to direct our remediation and intervention in all content areas to provide our students with every opportunity to be successful. We remain committed to addressing areas of concern and focusing our efforts on continued improvement in all areas as we continue to implement the Louisiana Curriculum Frameworks with ongoing curriculum review.

The improvement of teaching and learning is the goal of our school. Our focus in professional development continues to be in instructional strategies and instructional technology to achieve 21st century student outcomes. This school year, we have continued our focus on social and emotional learning (SEL) to help our students be successful in all aspects of life. This is more important than ever considering the possibility of less in-school time for students and the stress of remote learning. We are also working hard to improve our cultural proficiency to ensure equity for all members of our school community.

Our faculty remains committed to the learning and development of strategies and skills to incorporate instructional technology in the classroom. Each of our students as well as our teachers has a dedicated Chrome Book for use throughout the day. Information, media, and technology skills are an important part of our global society, and we strive to incorporate development of these skills into every lesson.

Our school continues to value our students' participation in extra-curricular activities and athletics. This was a challenge this past school year with the restrictions that had been placed on our school. Still, we hope to offer many opportunities for student participation in activities beyond the classroom. These activities provide our students with the opportunity to experience positive enrichment and growth after school hours and to develop socially, emotionally, and academically.

At MLK, we believe in interacting with the community and recognize the importance of collaboration, cooperation, and communication between the school, the community, and parents. Our students continue to be involved in activities of community service.

We have learned a great deal from the many changes we have had to implement during the pandemic. This will help our school move forward and be a better place for students to learn and grow. Therefore, school improvement plan outlines, in detail, the steps we will take to get our school back to the high level of achievement we are accustomed to. Our plan reflects the use of high-quality curriculum, data driven instruction, progress monitoring, response to intervention, social emotional learning, multi-tiered system of support, positive behavior interventions and support, technology, and high-quality professional development for teachers, paraprofessionals, educators, and staff.

Consolidated School Improvement Plan for Dr. King Charter School

Two common threads run throughout our plan; one, we are most successful when every teacher has the necessary skills to meet each student's individual needs. Given the year we are coming off, this is more important than ever. Two, we are stronger together and we must strive to build collective teacher efficacy.

We believe that kids engage with learning when they have a sense of belonging, when they see themselves in the curriculum, when they realize doors that can open in their future and when they feel good about themselves. This is exceptionally challenging work; teaching is a nuanced craft that requires a great deal of skill, practice, and study. We won't stop short of ensuring our students are simply good at reading, writing, math, science, and social studies. We want each child to see themselves as a reader, a writer, a critical thinker, and a viable member of the community. We want each child to possess the social and emotional skills required to not only be effective students but happy, productive citizens. We envision engaged students who possess the intrinsic motivation to learn, grow and make our community a better place. To do this we need our teachers to focus on what kids can do, not on what they can't, and to create a path forward for each unique student. Our teachers need to be skilled in many areas above and beyond the academic understanding of reading, writing, math, social studies, and science. They must understand the developmental needs of their students, understand how students develop as readers, writers, mathematicians and, develop the essential skills of effective learners. Further, teachers must meet the social/emotional needs of their students and be skilled at engaging families.

The School Improvement Team conducted a comprehensive needs assessment over a period of one year to determine the strengths and needs of students, staff, parental and community involvement, and facilities before deciding how to use available local, state, and federal budget allocations. Based on the information analyzed in the comprehensive needs assessment, goals and strategies were created with stakeholder input to generate the school improvement plan.

As we reenter a more typical post pandemic school year, we will foster student engagement, curriculum coverage and the academic growth of all students; adjust protocols to ensure the physical safety and mental well-being of all students and staff.

2. Student Support Services

MLK has two full-time Social Workers who support instruction and provides support and guidance for students' emotional and social needs. The Social Workers conduct class sessions that promote positive character and behavior. The Social Workers meet individually with troubled students to address their individual needs. Outreach support is offered to parents who ask for help with parenting skills, access to community resources, and ways to help their children with homework.

School personnel are continually trained throughout the school year and summer to prepare and implement all curricula with fidelity inclusive of Lions Quest and Aggression Replacement Therapy to support modification of violent/ negative behaviors. However, there is a need to establish uniform behavioral expectations to improve school climate and support staff. Staff need additional professional learning on handling students with behavioral concerns, building healthy relationships, teaching with cultural relevance, and deescalating situations with a particular focus on high school students. A multi-tiered systems of support will continue for academic, behavioral, and communication needs; however, staff providing support for initiatives in behavioral interventions, such as social workers and counselors need additional training so that all processes become fully integrated and consistent throughout the school. Training will help ensure a true multi-tiered systems of supports for students are implemented and established. Character development and social-emotional learning opportunities will be incorporated to give students better opportunities for social, emotional, and academic achievement. The overall objective will be to improve student access to a robust, well-rounded, and safe educational environment.

The school contracts for Tier 2 and Tier 3 individual based interventions to address specific needs of students targeting Grief & Trauma Intervention and Trauma Focused Cognitive Behavioral Therapy as well as mental health services.

Occupational, Speech and Physical therapy services are provided on-site to qualifying students based on IEP goals via a contractual agreement.

Every child is provided regular instruction in art, music, physical education, and career education throughout the year in developing the whole child.

Consolidated School Improvement Plan for Dr. King Charter School

Beyond the school-day, students may participate in track, basketball, football, volleyball, drama, dance, cheerleading, majorette, flag, clubs, peer mediation, and choir.

3. Student Opportunities

(IES Practice Guide/What Works Clearinghouse)

To emphasize the importance of college and career readiness students may graduate with a high school diploma by completing all required courses or choose to complete a career pathway in Health Science or Information Technology.

Our school has not met or exceeded the state in all areas of core indicators of performance. Mastery of math concepts continue to be a challenge for students (Data: ACT/ LEAP, Workkeys scores). Data indicated the need to improve math skills for all, inclusive of SPED populations (ID as disabled) and the economically disadvantaged. Via meetings with our regional partners, we will continue to focus on health science and information technology based on the current needs and projected growth of industry. Efforts will be made to improve alignment to industry and student participation and completion in these areas.

All CTE program positions are filled with certified teachers. CTE teachers will be availed opportunities to attain training and coursework, so they meet requirements to certify students.

Under the leadership of the CTE coordinator, CTE teachers, guidance, and administration will work with business partners to align programs of study/career pathways. CTE teachers are responsible for curriculum writing outside the regular school day.

Program size, scope and quality provide many options for students. The programs will continue to increase student participation in work-based learning; enrolling more males in nontraditional programs; providing additional avenues to investigate career options and postsecondary possibilities. Through funding the school utilizes the services of Career Compass to provide career counseling that will entail promoting and investigating nontraditional employment opportunities providing a linkage to post-secondary schooling or employment. In addition, they will work with teachers, counselors, and families.

All students benefit from the school's technology initiative in the classrooms where they experience the alignment and combination of academic courses with career and technical education; the blending of high school with the rigor and expectations of college coursework; and the foresight of seeing how their education complements the priorities and expectations of business and industry, such as increased literacy, communication, and mathematics skills. The secondary curriculum emphasizes these skills while guiding students to both post-secondary curriculum choices and to work based learning opportunities.

MLK continues its work with its partners to customize dual enrollment and work-based learning programs to meet demands and increase student awareness to local career opportunities aligned with the standards established by the Louisiana Department of Education.

Some work-based learning opportunities exist with but not limited to Goodwill, Stop the Bleed, Operation Spark, Music Production and Technology Apprentice and the New Orleans Career Center.

4. Multi-Tiered Systems of Support (MTSS) for Behavior

Dr. Martin Luther King Jr. High School is striving to implement with fidelity its current approach to student discipline through a data-driven multi-tiered system of support (MTSS) model. This redesigned MTSS model for social-emotional and behavioral interventions seeks to support team-based shared leadership under the direction of Mr. Felice Brightman, King High School's social worker and with MTSS team participation from King High School's principal, Dr. Moore, and its assistant principal Dr. Cook. This team will use universal screening, implementation fidelity, and student outcome data to make programming and student-specific decisions monthly. The MTSS model addresses data-based problem solving and decision making through a plan to universally screen all students using the psychometrically valid Student Risk Screening Scale (SRSS; Drummond Scales) and use this data both at the population-level to evaluate programming as well as for decision making at the individual student level (e.g., for

Consolidated School Improvement Plan for Dr. King Charter School

placement into tiered support structures). The MTSS plan also seeks to support a continuum of evidence-based curricula, interventions, and strategies from a core social-emotional learning (SEL) curriculum (i.e., Lions Quest Skills for Action) to more intensive tiers and programs of social-emotional and behavioral interventions (detailed later in this application). Finally, the MTSS plan seeks to support family partnerships through the “Family Connections” component of Lions Quest Tier 1 SEL programming, which includes both home-based activities that align to the SEL curriculum, but also opportunities for parent-led sessions at school.

Children’s Bureau of New Orleans (the Behavior Intervention Partner) will support MLK through consultation on program evaluation and implementation science-based methods to ensure the re-envisioned MTSS plan is implemented with fidelity, generates valid and meaningful data, and is overseen by a team with shared leadership and data-driven decision-making strategies. Children’s Bureau will also support the MTSS plan by assisting King High School in creating linkages to community agencies that can buttress an expanded model of mental and behavioral health supports for children receiving more intensive MTSS programming.

5. Student Transition

MLK will provide all pre-kindergarten children equal access to high-quality options that ensure young students enter kindergarten ready to learn. MLK hosts a Kindergarten roundup experience for PreK students and parents to assist with the transition to elementary annually in the Spring. An announcement is made to every currently enrolled family through school messenger and flyers are mailed to homes in the community. In addition, flyers are shared with daycares and preschools.

MLK provides a variety of supports to students and parents/guardians during the transition from early childhood to kindergarten. PreK students with special needs identified receive support via our partnerships with local medical agencies and social services. Children identified with special needs are also supported by our school’s Special Education program.

In addition, all PreK teachers are equipped with a rubric of skills and standards necessary for kindergarten readiness. Each early childhood teachers of presently enrolled students, provide a detailed report for kindergarten teachers to examine associated with each student entering our Kindergarten classrooms. These individual reports provide a plethora of qualitative and quantitative data that serves as a guide for kindergarten teachers as they support the transition of each student into the kindergarten learning environment.

All 8th graders participate in Jaguar Day at the high school which serves to help upcoming freshmen in adapting to the high school culture, learn about available pathways, orient to the registration process, and tour the building. Students are made aware of extracurricular activities available to high school freshmen. All upcoming special education students meet individually with the lead special education teacher to ensure the students IEP transitions to the high school

During orientation, Freshmen meet their teachers, receive their schedule, and tour the building.

6. Coordination and Integration of Federal, State and Local Services and Programs- The school will coordinate and integrate federal, state, and local services and programs to maximize the effectiveness of these resources. Several of the strategies being implemented are jointly funded with IDEA, Title I and State Funds, e.g., after school tutorial programs. Special education funding provides supplemental services to eligible students as per Individuals with Disabilities Education Act (IDEA) identification requirements. To ensure a free and appropriate public education (FAPE) in a least restrictive environment (LRE), children who qualify for special education must receive services in accordance with a properly developed Individualized Education Program (IEP) as per federal and state special education guidelines.

Goal 1: Students are Successful

Goal's Estimated Cost: \$1,338,310

Objective 1

Students will develop clear and effective reading, writing and oral communication skills using standard English.

Objective's Estimated Cost: \$1,038,824

Strategy 1

Estimated Cost: **\$85239**

Actual Cost: **\$0**

Start Date: **07/12/21**

End Date: **6/2025**

Description:

Curriculum

The school will effectively implement the Louisiana State Standards for English Language Arts as outlined by the LADOE and District. focusing on textual resources and complexity: and building students' ability to read and understand grade-level complex texts and express that understanding through oral and written expression.

The Curriculum council will update the curriculum in content areas to meet state and district standards and will expand the efficiency of the digital system to provide access for students, parents and community stakeholders. The curriculum, PreK-12 in every subject, will be audited and strengthened to assure relevancy, rigor and effectiveness. For every content area, the curriculum council members will provide 15 additional lessons each year with suggested links and resources for all grades on its website. PreK to grade 3 teachers will be charged with identifying and implementing specific curriculum and lessons designed for Early Learning (K-3).

Deepen involvement in PreK classrooms and collect and share data across all classrooms to ensure that programs are of high quality and best practices are shared across all PreK classes. Focus on high quality PreK programs coupled with a plan to sustain and continue existing growth in literacy/ELA aligned with the state's focus on addressing students' early literacy needs.

Provide curricular resources and technology that reflect 21st century goals and use of innovative technology and curriculum changes. Leadership team will participate in ongoing efforts to consider and/or to adopt new approaches that emphasize student learning, the expansion of the use of technology and approaches that allow for a re-visioning of the instructional processes of the school.

Evidence of Success:

Principal and Staff developer will review lesson plans and observe classroom instruction weekly to review the implementation of the standards. During weekly grade level meetings, the Principal and Staff Developer will analyze and review with teachers' students' writings and offer support for curriculum implementation.

Budget Allocation:

Budget Item Description	Estimated Cost	Funded Amount	Actual Cost
Curriculum Council	\$85,239 (100%)		
Title II, Part A:	\$30,686	\$30,686 (35.99%)	

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IDEA-Part B	\$10,229	\$10,229 (12.0%)
Title 1	\$44,324	\$44,324 (51.99%)

Strategy 2

Estimated Cost: **\$763,817**

Actual Cost: **\$0**

Start Date: **08/09/21**

End Date: **6/2025**

Description:

Instruction

The teachers will implement effective tiered grouping to ensure increased student engagement utilizing whole group, small group, and individual instruction. Scientifically research-based strategies will be utilized to ensure differentiated instruction within the tiered groups. Instruction will be differentiated by modifying instructional activities to meet the needs of students as identified by assessments. Teachers will utilize Ready to expose students to nonfiction reading and writing that is tailored to each student's Lexile reading level.

Teachers will utilize iReady to evaluate ELA skills for students in grades 1-8. Data received will drive teacher instruction, in school and after school tutorial programs, professional collaborations and professional development.

Under MTSS all students are screened for targeted support in the areas of academic, behavioral, social and emotional.

Teachers will accelerate students' learning loss who have scored below Mastery on LEAP and/or performing below grade level.

Provide extended learning outside the regular school hours by teachers and by external tutors during the day and after hours.

Students in grades 3-8 will participate in daily pullouts focusing on content skills to improve academic performance in ELA by the academic coach and interventionists.

Students will participate in monthly PBIS activities to reward positive behavior and increase test scores and student achievement.

Students will participate in dual enrollment.

Students will participate in work-based learning via internships.

High school students receive career and post-secondary counseling, assistance with IGPs, etc.

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Evidence of Success:

Principal and Staff developer will review lesson plans and observe classroom instruction weekly and provide timely, meaningful feedback. The lesson plans shall address instruction using multiple text sources/types and analysis of the text to compile information to respond to evidence based questions across content areas.

Data from LEAP 360 and iReady are tools of assessment. Data walls displayed in all classrooms.

Budget Allocation:

Budget Item Description	Estimated Cost	Funded Amount	Actual Cost
Interventionists	341,097		
	(100%)		
Funding Sources			
Title I	\$203,524	\$203,524	(59.67%)
IDEA-Part B	\$137,573	\$137,573	(40.33%)
Materials and Supplies	\$208,014		
	(100%)		
Funding Sources			
Title I	\$120,486	\$120,486	(57.92%)
IDEA-Part B, Formula	\$35,433	\$35,433	(17.03%)
IDEA-Part B, Preschool	\$6,436	\$6,436	(3.09%)
Redesign	\$45,659	\$45,659	(21.94%)
Technology	\$40,223		(100%)
Funding Sources			

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Title IV	\$223	\$223 (0.55%)
Title I	\$40,000	\$40,000 (99.45%)

Acceleration/Enrichment \$142,017
Stipends (100%)

Funding Sources

Title 1	\$142,017	\$142,017 (100%)
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Dual Enrollment \$13,900
(100%)

Funding Sources

Title 4	\$9,900	\$9,900 (71.22%)
Title 1	\$4,000	\$4,000 (28.78%)

Career Compass \$18,566 (100%)

Funding Sources

Title I	\$18,566	\$18,566 (100%)
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Strategy 3

Estimated Cost: **\$46,500**

Actual Cost: **\$0**

Start Date: **08/09/21**

End Date: **6/2025**

Description:

Formative Assessments

Consolidated School Improvement Plan for Dr. King Charter School

All students will take an English pre and post assessment identifying students performing below common core state standards and increase the percentage of students earning proficiency. Students should demonstrate proficiency with common core state standards while improving skills in close reading, proofreading, analyzing and responding to literature, synthesizing information, problem solving, and writing in preparation for LEAP 2025, and ACT testing. Students should demonstrate proficiency through classroom assessments after interventions or whole class instruction.

Utilize a well-aligned assessment system that provides important data on teaching and learning with as little impact on instructional time as possible. Data from these assessments will be used during Leadership meetings (PLC) to make instructional decisions.

Classroom teachers will assess students using the following instruments:

- iReady
- LEAP 360
- DIBELS
- TS Gold

Evidence of Success:

Principal, Staff Developer and teachers will develop, review, and revise assessment methods monthly to insure implementation of effective assessments. Data from all assessment sources will be analyzed during collaborative planning. Assessment results will be used to plan for and implement continuous instruction.

Budget Allocation:

Budget Item Description	Estimated Cost	Funded Amount	Actual Cost
Assessment	\$46,500 (100%)		
Funding Sources			
Title I	\$45,000	\$45,000 (96.77%)	
IDEA-Part B	\$1,500	\$1,500 (32.26%)	

Strategy 4

Estimated Cost: **\$138,154**

Actual Cost: **\$0**

Start Date: **07/18/21**

End Date: **6/2025**

Description:

Professional/Staff Development:

Invest and train teachers and staff through its professional development plan, which occurs during the summer as well as expose teachers and staff to external trainings in support of their professional growth plans.

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The Staff developer will model research-based strategies for classroom teachers which will be done in grade level meetings, FUBU, and in the classroom as needed or requested by the classroom teacher. The purpose is for all teachers to effectively implement strategies in the classroom that will improve student achievement. (Example of strategies: Four Squares (Math/Writing), RAP(Math Constructed Response), Test Taking Strategies, Questioning Answer Response- QAR (Reading Comprehension)

All ELA teachers will attend district-sponsored professional development to improve instructional delivery and learn additional effective instructional strategies.

All ELA teachers will attend professional development at National/ State Conferences and school or designated site for the following:

1. Schoolwide professional development will be scheduled to train teachers and paraprofessionals on the analysis of iReady reports, the use of the data to support the SBLC process, and explicit intervention strategies. This will be held monthly and on an as- needed basis for new faculty members and teachers who need additional assistance.
2. Schoolwide professional development will be provided at the beginning of the school year to revisit and review resources via www.louisianabelieves.com Teacher Toolbox/Resources.
3. Weekly Data Meetings by grade level will be held to analyze and review data to inform instruction. Teams shall meet during common planning periods/job embedded professional development time to disaggregate student data and examine the effects of applied teaching strategies. Data will be examined in data team meetings and on district professional development days.

Administrators, teachers, and other support staff will participate in district and non-district workshops and conferences on utilizing research-based instructional strategies. The initial, follow-up and/or update trainings includes such topics / activities as

- Technology Integration
- Differentiated Instruction
- Guided Reading
- Questioning and Discussion Techniques
- Small Group Instruction
- Rigor and Relevance
- Amplify Reading
- Amplify Science
- Amplify CKLA
- Eureka Math
- Data Driven Instruction
- Early Childhood
- Creative Curriculum Cloud
- Nearpod/Flocabulary
- TS Gold

During weekly team meetings, teachers will utilize student data to collaboratively develop activities and lesson plans that incorporate varied instructional strategies into the curriculum.

Areas of support identified through student achievement, classroom walkthroughs and collaborations will be utilized to develop a school-wide professional development calendar. Teachers will attend state, regional, and national conferences to gain knowledge about current best practices in education.

Evidence of Success:

Meeting & Conference Agendas, Sign-in sheets where applicable, conference badges, lesson plans

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Teacher sign-in sheets will be used to document teacher participation in PD activities. Following each PD event, an evaluation form will be used to elicit teacher feedback to determine the PD activity's relevance and effectiveness to inform future PD activities. The Principal and Leadership Team will conduct Classroom Walkthroughs with a focus on noted implementation of schoolwide professional development activities. Teachers will be provided written feedback and suggestions for improvement. Principal and Staff Developer will monitor the collaborative meetings by observing discussions of what is working and what is not working and provide feedback to support the effectiveness of weekly meetings. A sign-in sheet and an agenda will be maintained at the school to document all participants of the meetings.

Teacher leader professional development delivery

Redelivery of district initiatives

Budget Allocation:

Budget Item Description	Estimated Cost	Funded Amount	Actual Cost
PD Stipends	\$38,982 (100%)		
Funding Sources			
Title IV	\$1,262	\$1,262 (3.24%)	
Title II	\$37,720	\$37,720 (96.76%)	
PD Travel	\$99,172 (100%)		
Funding Sources			
Title I	\$58,457	\$58,457 (58.95%)	
IDEA-Part B	\$5,000	\$5,000 (5.04%)	
Title II	\$35,715	\$35,715 (36.01%)	

Strategy 5

Estimated Cost: **\$5114**

Actual Cost: **\$0**

Start Date: **08/09/21**

End Date: **06/2025**

Description:

Parental and Family Engagement

Principal, Librarian, Staff developer, parent liaison and teachers will implement a Family Reading night during the school year to encourage parents and students to select and read books together. "Champions of Reading" designed to increase parental involvement and better reading habits.

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Teachers will participate in weekly grade level meetings focusing on feedback from implementation of instructional practices and collaboration based on school wide data sources. The groups will be guided through RTI and progress monitoring. Parental notification of student achievement will be sent home with report cards.

Family Focus Sessions via Second Cup will occur four times a year. Parents of all students PreK-12 will be invited to participate in Family Focus Sessions. The purpose of the sessions will be to address parental concerns about academics, test taking strategies, child development, Intervention Support and improving student performance in school. The Parent Liaison will also plan at minimum 2 family involvement activities. Each month parents will be provided a calendar of upcoming events and an academic focus for the month. School Messenger, marquee, memos, social media, and website will be used to inform parents of the activity. This will provide opportunities for parents to become involved, invested, and “partnered” with the school.

Classroom teachers will host Common Core Talks at Open House to share information with parents on how they can support and help prepare their students for testing.

Parents receive communication through written correspondence, emails, text messages, and websites. Students receive tutoring and needs are addressed through progress monitoring. Parents will be offered opportunities to chaperone field trips and participate in providing for teacher appreciation week programs and booster activities for athletic clubs and student organizations. Parent night will be scheduled to provide information concerning disaggregating statewide testing information. Local churches and organizations will be a part of and support for campus activities. Parents will be advised of teaching strategies through parental involvement informational activities such as family night.

Evidence of Success:

Agendas and sign-in sheets will be maintained for each PI activity

Budget Allocation:

Budget Item Description	Estimated Cost	Funded Amount	Actual Cost
Family Literacy Night	\$5,114 (100%)		
Funding Sources			
Title I	\$5,114	\$5,114 (100%)	

Objective 2

Students will acquire a strong foundation in mathematical reasoning and skills.

Objective's Estimated Cost: \$130,927

Strategy 1

Estimated Cost: **\$33,004**

Actual Cost: **\$0**

Start Date: **07/12/21**

End Date: **06/2025**

Description:

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Curriculum

Louisiana Student Standards

Teachers will utilize identified Tier 1 curricula within whole group and small group instruction, Interventions provided for targeted individualized instruction where appropriate.

All teachers will focus on prerequisite procedural and fluency skills needed by students to have speed and accuracy when performing calculations for written mathematical tasks.

Evidence of Success:

Lesson plans, informal walkthroughs, Compass Evaluations

Principal and Staff Developer will conduct weekly observations to review implementation of the CCSS for Math. During Monthly Data Days, results from these observations will be presented and discussed. Each grade level will meet weekly to conduct planning and support for curriculum implementation.

Budget Allocation:

Budget Item Description	Estimated Cost	Funded Amount	Actual Cost
Curriculum Alignment	\$33,004 (100%)		
Funding Sources			
Title I	\$11,365	\$11,365 (34.44%)	
Title II	\$21,639	\$21,639 (65.56%)	

Strategy 2

Estimated Cost: **\$55,000**

Actual Cost: **\$0**

Start Date: **08/09/21**

End Date: **06/2025**

Description:

Instruction

Teachers will use interactive instructional methods that focus on the content most needed in each grade while reflecting the expectations of the rigor detailed in the content standards. Instruction will address conceptual understanding, procedural skills and fluency, and application at each performance level.

Problem-solving strategies will engage students in hands-on Math activities to meaningfully connect mathematical practices and process with mathematical content.

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Teachers will differentiate instruction by modifying instructional activities and resources to meet the needs of all students as identified by common formative assessments.

During the school day teachers and Interventionists will provide interventions to meet the needs of students who are intensive and strategic (RTI).

iReady Math component will be used to assess students in first through eighth grades in Math to inform interventions needed.

Instruction will address selected-response questions, interactive items and performance tasks that ask students to model and make mathematical arguments.

20 days of curriculum alignment to occur during the summer.

Teachers will utilize Eureka Math consumable textbooks, the iReady Web-based application, EAGLE items, and LA DoE released practice assessment question. RTI will be provided via in-class Differentiated Instruction and/or Special Education Resource / Title I pullout classes using supplemental resources (i.e., Eureka Remediation Guide and Ready. After-school tutoring will also be available through Title I funding).

Students will be rewarded in alignment with PBIS plan and Student of the Month

Evidence of Success:

Lesson plans, informal walkthroughs, COMPASS observations, Title I in-class activities reporting / pullout lesson plans, and time sheets

Documentation from teachers, PBIS log, Student of the month program and sign in sheet

Budget Allocation:

Budget Item Description	Estimated Cost	Funded Amount	Actual Cost
Materials and Supplies	\$55,000 (100%)		
Funding Sources			
Title I	\$55,000	\$55,000 (100%)	

Strategy 3

Estimated Cost: **\$9,000**

Actual Cost: **\$0**

Start Date: **08/09/21**

End Date **06/2025**

Description:

Formative Assessments

Performance-based assessments will incorporate the use of selected-response questions, performance tasks, interactive items for computer-based assessment and other common formative assessments that are aligned to The Louisiana Math Standards for Students

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Teachers will assess student performance utilizing iReady's diagnostic assessments and teacher/district-created assessments. Teacher-created assessments will be given no less frequently than every two weeks. Students will also be assessed with LEAP 360 Diagnostic and Interim assessments.

Evidence of Success:

i-Ready diagnostic reports, graded assignments/tests, LEAP 360 Diagnostic and Interim reports

Budget Allocation:

Budget Item Description	Estimated Cost	Funded Amount	Actual Cost
Assessment	\$9,000 (100%)		
Funding Sources			
Title I	\$9,000	\$9,000 (100%)	

Strategy 4

Estimated Cost: **\$0**

Actual Cost: **\$0**

Start Date: **08/09/21**

End Date: **06/2025**

Description:

Parental Involvement

Teachers will be involved in at least one Title I parent event per school year, during which they will provide guidance to parents and students regarding curriculum, instruction, and assessments. Parents will also have the opportunity to advise spending decisions and to review and revise Schoolwide Program and Parental Involvement documentation in their native language upon request.

Classroom teachers will host LEAP 2025 Night to share information with parents on how they can support and help prepare their students for testing.

Parent and student participation will be encouraged for Family Learning Night. Parents, students, and teachers will work together to explore Louisiana Math Standards, multi-step problem solving, and real-world integration of Math into daily life during the Family Learning Night.

Parent workshops will be offered to provide parents with tools for supporting their students at home with instruction.

Student Data Binders will be sent home weekly to inform parents of student's progress.

Parents receive communication through written correspondence, text, email, calls, and website. Students receive tutoring and needs are addressed through progress monitoring. Parents will be offered opportunities to chaperone field trips and participate in providing for teacher appreciation week programs and booster activities for athletic clubs and student organizations. Parent night will be scheduled to provide information concerning disaggregating statewide testing information. Local churches and organizations will be a part of and support for

Consolidated School Improvement Plan for Dr. King Charter School

campus activities. Parents will be advised of teaching strategies through parental involvement informational activities such as family night.

Evidence of Success:

Parent/student sign-in sheets; Instructor sign-in sheets; Parental Involvement Policy and School Compacts

Budget Allocation:

Budget Item Description	Estimated Cost	Funded Amount	Actual Cost
Materials and Supplies	\$0 (100%)		

Strategy 5

Estimated Cost: **\$33,923**

Actual Cost: **\$0**

Start Date: **08/02/21**

End Date: **06/2025**

Description:

Professional Development

Teachers will engage in weekly grade level meetings, monthly School Improvement Leadership Meetings, and District Professional Development once monthly. In addition, the district goal is to ensure employment of fully certified instructors, especially in core subjects.

All Math teachers will attend district and school-sponsored professional development activities to improve instructional delivery and learn additional effective instructional strategies including, but not limited to the following:

1. Schoolwide professional development sessions to train teachers and interventionists on iReady reports, data analysis, and intervention strategies. PD will be held at the beginning of the year, during second semester as a refresher, and on an as-needed basis for new faculty members and teachers who need additional assistance.
2. Schoolwide professional development to review and revisit the state Teacher Toolbox /Resources will be held the first week of school and as needed.
3. Monthly data meetings by grade level will be held to analyze and review data to inform instruction. Teams shall meet during common planning periods/job embedded professional development time to disaggregate student data and examine the effects of applied teaching strategies. Data will be examined in data team meeting and on district professional development days.
4. Continue to learn instructional strategies to increase student achievement through on-going, job embedded and site-based staff development (FUBU)
5. Weekly collaborative grade level meetings for teachers will be held to design and create lessons that are aligned with the Louisiana Standards for Mathematics. Teachers will also focus on effective teaching of math strategies.

Evidence of Success:

Grade level logs and PD sign-in sheets

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Budget Allocation:

Budget Item Description	Estimated Cost	Funded Amount	Actual Cost
Great Minds	\$5,000 (100%)		
Funding Sources			
Redesign	\$5,000	\$5,000 (100%)	
Keys to Literacy	\$9,000(100%)		
Funding Sources			
Redesign	\$9,000	\$9,000 (100%)	
Amplify	\$10,000 (100%)		
Funding Sources			
Redesign	\$10,000	\$10,000 (100%)	
Bayou Bridges	\$6,000 (100%)		
Funding Sources			
Redesign	\$6,000	\$6,000 (100%)	
PD Supplies	\$3,923 (100%)		
Funding Sources			
Title II	\$3,923	\$3,923 (100%)	

Objective 3

Students will acquire a foundation in scientific reasoning and skills.

Objective's Estimated Cost: \$127,645

Strategy 1

Estimated Cost: **\$127,645**

Actual Cost: **\$0**

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Start Date: **08/02/21**

End Date: **06/2025**

Description:

Instruction

1. Using the Louisiana State Common Core, grade level teams will determine the essential learning outcomes and the scope and sequence for instruction. Teachers will create and administer common assessments and evaluate data to identify students needing additional support and best instructional practices.

2. Staff developer will collaborate with the administrative staff to problem solve to identify barriers around the implementation of providing higher order questioning techniques and discourse strategies such as adequate wait time, scaffolding, and "accountable talk."

3. Staff developer will meet with science teachers in their planning periods to deliver additional professional development on higher order questioning and discourse strategies such as use of adequate wait time, scaffolding and "accountable talk."

4. Teachers will use effective higher order questioning strategies and discourse techniques in daily instruction to promote higher order critical, independent, and creative thinking such as use of adequate wait time, scaffolding and "accountable talk."

5. Each grade level will expand science vocabulary with all PK-12 students using nonfiction texts, science notebooks, science word and realia walls.

6. Teachers will utilize data to address deficiencies with all students and students that have disabilities. Scenarios will be developed that require students to construct, reflect, and apply scientific knowledge. Differentiated instruction methods will be utilized to address areas of deficiency such as simple machines and physical changes.

7. Supplement classroom instruction with technology and supplies

9. All teachers will use research-based strategies in core instruction: Gradual Release, Text Dependent Questioning, Collaboration, Speaking and Listening, Content Enhancement.

10. Through Formative Assessment Planning teachers will use small group instruction to differentiate instruction in science.

Evidence of Success:

Data/results will be compiled and examined regularly from science common formative assessments, class quizzes, teacher observations, students' responses to interventions, and other formative assessments.

Walkthroughs

Weekly review of lesson plans

Budget Allocation:

Budget Item Description	Estimated Cost	Funded Amount	Actual Cost
Staff Developer	\$127,645 (100%)		

Consolidated School Improvement Plan for Dr. King Charter School

Funding Sources

Title I	\$127,645	\$127,645 (100%)
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Objective 4

Maintain 100% certificated and licensed teachers.

Objective's Estimated Cost: \$40,914

Strategy 1

Estimated Cost: **\$40,914**

Actual Cost: **\$0**

Start Date: **07/01/21**

End Date: **06/2025**

Description:

Instruction by Certified Teachers-Certified Teacher Recruitment

The Principal, Staff Developer, and selected teachers will attend and participate in the district-sponsored Job Fairs to attract, interview, and recruit qualified teachers to the school.

New teachers and teachers who require support are provided mentors and job embedded professional development.

Experienced teachers with specific expertise will provide training and support to those teachers who need it in that area. Teachers who exhibit a need for support based on classroom observations and walkthroughs will be paired with a mentor who has that strength in the identified area.

Support may include inter- and intra-school observations with timely, meaningful feedback, partner teaching, modeling/coaching, recommendations to enhance lesson structure, etc. on an on-going basis.

Ensure teachers have access to courses to meet state certification and licensing.

New teachers will be supported through required professional development, ongoing classroom observations, and individualized coaching. A week of professional development during the summer is offered to all teachers, with additional requirements for new teachers. This time is focused on learning the schools' expectations for both culture and instruction as well as internalizing curriculum and instructional plans. Once new teachers complete this summer orientation training, they are expected to participate in ongoing classroom observations and coaching/mentoring relationships to receive the additional support and training they need. Recognize and reward highly effective teachers and school leaders by expanding career ladder positions in school. Increase the pool of teachers who are eligible for career ladder positions. The school will continue to leverage compensation and leadership opportunities as incentives to retain highly effective performing teachers.

Help prepare teachers to earn credentials and certifications in CTE areas and super summer institutes which allow them to become more valuable to the jumpstart academic processes.

Through classroom walkthroughs and observations ensure that teachers content knowledge is outstanding for proficiency of student progress.

Assist in developing teacher leaders who play major roles in developing and maintaining a highly effective school.

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Evidence of Success:

Human Resource will review teacher certification artifacts to ensure that 100% of teachers meet the status guidelines at the school. Personnel documents indicating certificated and licensed status will be on file in the HR office.

New teachers and those requiring support will build upon skills to make progress on COMPASS and Classroom Walkthroughs. This should result in increased levels of student achievement.

Budget Allocation:

Budget Item Description	Estimated Cost	Funded Amount	Actual Cost
Recruitment/Retainment Incentives	\$40,914 (100%)		
Funding Sources			
Title II	\$40,914	\$40,914 (100%)	

Goal 2: Engage families and the community as active partners

Goal's Estimated Cost: \$44,406

Objective 1

Increase parental involvement in Second Cup and at school events and functions in the current School Year.

Objective's Estimated Cost: \$44,406

Strategy 1

Estimated Cost: **\$44,406**

Actual Cost: **\$0**

Start Date: **08/09/21**

End Date: **06/2025**

Description:

Parent Involvement/ Parent Engagement

The parent liaison will meet at least three times per semester with the Leadership team to ensure continuous progress in plans and activities and to evaluate activities that were implemented over the course of the past two months.

The Leadership Team and Classroom Teachers will provide handouts and inform parents of the Louisiana Standards for ELA and Math during Open House, Report Card Conferences, and grade level meetings. A translator will be provided at Open House for ELL families and documents will be translated in Spanish. A Parent Survey will be generated to assess the needs of the parents for the school year

The Student Handbook will be sent home at the beginning of the school year explaining policies and procedures. Flyers and/or newsletters will be sent home to parents informing them of school programs.

Various means of communication such as letters/newsletters, parent notification letters will be mailed when appropriate. In addition, the school marquee, website, and automated calling system will be utilized for communication purposes as well.

Pamphlets and brochures will be purchased for the Parent Community Room.

Parents will be afforded opportunities to provide input into the school's Parental Involvement Policy and The Parent/Student Compact via on-going parent meetings.

Materials, supplies, and technology components such as a desktop computer and dedicated printer will be maintained for the School-Based Parent Community Room.

Student Planners and/or homework folders will be purchased and distributed to all or targeted populations within the school to promote daily communication between home and school and learning at home.

Summer reading list, which involve families with learning at home, will be sent home the last week of school. A major focus is reading comprehension through the required grade level reading material.

Parental Involvement resources such as pamphlets and internet sites will be made available to parents in the Parent Resource Community Room located in the school library.

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Teachers will present iReady to the parents, and particularly the ESL parents, to support literacy skills of the entire family.

Evidence of Success:

At the end of the school year, the team will establish if all the activities included in the plan were implemented. This will determine if the goal was met. Documentation to support implementation of all PI activities and goal expectations will be maintained in a binder/folder.

Budget Allocation:

Budget Item Description	Estimated Cost	Funded Amount	Actual Cost
Parent Liaison	\$36,936 (100%)		
Funding Sources			
Title I	\$36,936	\$36,936 (100%)	
Materials and Supplies	\$6,791 (100%)		
Funding Sources			
Title I	\$6,791	\$6,791 (100%)	
Printing and Postage	\$679 (100%)		
Funding Sources			
Title I	\$679	\$679 (100%)	

Goal 3: Provide a safe environment

Goal's Estimated Cost: \$43,904

Objective 1

Assess parent, student, and staff perceptions of school safety, to include physical, academic, and cultural health of school using quality tools for data collection.

Objective's Estimated Cost: \$43,904

Strategy 1

Estimated Cost: **\$43,904**

Actual Cost: **\$0**

Start Date: **09/20/21**

End Date: **06/2025**

Description:

Culture

ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.

Implement MTSS with fidelity school wide.

Students rewarded for positive behavior as a class

Monthly character education focus with two students per homeroom recognized for each trait (Student of the Month)

Weekly meetings with school's social worker for selected students

MTSS professional development with all staff

Implement SEL Curriculum

Utilize Universal screener at the beginning of the school year.

Provide activities that support the holistic child/well rounded education

Provide mental health intervention through contracted services.

Evidence of Success:

Walkthroughs, ISS, OSS, Attendance

Budget Allocation:

Budget Item Description	Estimated Cost	Funded Amount	Actual Cost
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Social Worker **\$42,642 (100%)**

Funding Sources

Title IV \$42,642 \$42,642 (100%)

Professional Development **\$1,262 (100%)**

Funding Sources

Title IV \$1,262 \$1,262 (100%)

Goal 4: Maximize all resources

Goal's Estimated Cost: \$58,659

Objective 1

Prioritize use of resources, including personnel, materials, funds, based on highest student need for maximum positive impact.

Objective's Estimated Cost: \$58,659

Strategy 1

Estimated Cost: **\$58,659**

Actual Cost: **\$0**

Start Date: **07/01/17**

End Date: **06/2025**

Description:

Monthly collaboration meeting between the Chief Executive Officer, Chief Financial Officer, Director of Federal Programs, and Special Education Director will take place through the course of the year to ensure that the federal and state programs and services are being implemented with all the mandatory components and funding requirements.

Evidence of Success:

Sign-in logs, agendas

Budget Allocation:

Budget Item Description	Estimated Cost	Funded Amount	Actual Cost
Federal Program Director	\$58,659 (100%)		

Funding Sources

Title I	\$58,659	\$58,659 (100%)
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Appendix

Transition to Next Level School Programs

Pre-K and Kindergarten teachers will host August sessions for parents outlining the components of their instructional program.

Pre-K and Kindergarten teachers will meet weekly to align the Pre-K and Kindergarten curriculum and collaboratively plan instruction.

Pre-K teachers will arrange for classroom visits and share student portfolios to provide for a smooth transition from Pre-K to Kindergarten.

Eighth grade students and parents will attend an orientation program, sponsored by the Guidance Counselor that emphasizes transitioning from middle to high school and the expectations of the Louisiana Standards as it relates to 9th grade.

Expose students to middle school to introduce choice of course offerings, clubs and organizations.

Introduce 8th grade students to the high school campus through a campus tour.

Evidence of Success:

A sign-in sheet/agenda will be used to document parental participation. A survey will be conducted to evaluate the effectiveness of the session. The results will be used to plan future sessions for parents.

Teachers will create a sign-in sheet and agenda for documentation for the Pre-K/Kindergarten collaborative meetings.

A copy of the alignment plan will be analyzed to facilitate planning.

Kindergarten teachers will use the data from the Pre-K portfolios to establish small group/intervention placement in August.

Conduct Job fair for grades 9-12.

Sponsor senior university and college campus tours.

Introduce 8th grade students to the high school campus through a campus tour.

Recruit more students for participation in dual enrollment