



Campus Improvement Plan

Introduction

The recently reauthorized Elementary and Secondary Education Act (ESEA), commonly known as ESSA, requires certain components be included in planning for a schoolwide program and in the writing of a schoolwide plan. The plan shall be developed or revised with the involvement of: Parents; other members of the community to be served; individuals who will carry out the plan, including teachers, principals, other school leaders, administrators, paraprofessionals present in the school; specialized instructional support personnel. The plan shall be available to parents, and the public; information in the plan should be in an understandable and uniform format and, to the extent practicable, provided in a language that parents can understand.

Kenilworth Science and Technology School's mission is to create a safe, healthy and student-centered learning environment that cultivates the knowledge and skills necessary for academic excellence, STEM careers and character development.

Kenilworth Science and Technology School's vision prepares students for high school, college and competitive career opportunities through an innovative approach and a challenging STEM-focused curriculum with the goal of empowering students to become productive and responsible citizens.

Planning Committee Members

Name	Position
Hasan Suzuk	Principal
Hazel Regis	Asst. Principal/DOS
Elkhan Akhundov	Asst. Principal/DOA
Alyssa O'Brien	ESS Coordinator
Kristina Daniel	Math Dept. Chair
Myranda Moncrief	ELA Dept. Chair
Courtney Sykes	Counselor
Loan Phan	Assessment Coordinator
Aiyanna Pania	Parent Representative

Comprehensive Needs Assessment

School Profile

Kenilworth Science and Technology School is a public charter school serving 6th through 8th grades. Kenilworth has about 430 students and 55 staff members. The following table shows the demographics of student population.

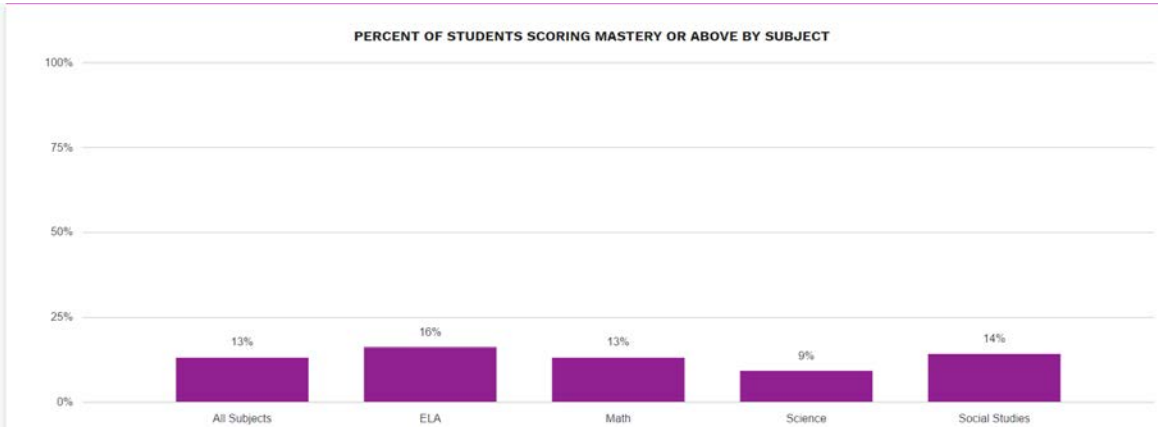
Kenilworth Demographics	
Black	86%
White	3%
Hispanic	10%
Asian	0%
Other	1%
F/R Lunch	>95%
ELL	8%
SPED	11%
Total Population	430

Kenilworth Needs Assessment

We conducted a Comprehensive Needs Assessment that identified specific areas of academic need for all populations of students. This resulted in the development of a plan that reflects: challenging goals, identified areas of instructional strengths and weaknesses, uses data-driven decision-making, and is dependent upon a strong understanding of instructional approaches.

Annually, a schoolwide committee reviews the plan and the current needs of our students and makes adjustments according to these needs. Preliminary student data from the present school year is provided to instructional staff at the beginning of each year. Each winter, data meetings are held to further analyze the data vertically and horizontally. Every year, in September during Parent Teacher conferences, our plan is presented to parents for feedback. In addition, parents are asked to complete a survey, which gives us information on what our program is strong in and any potential recommendations parents may have. Parents and community members are also able to submit any request/feedback through our website app – KST Communicate.

Figure 1 Percent of students scoring Mastery or above by subject (2017)



Based on 2017 LEAP tests, percent of students scoring Mastery or above is very low than the state average. We have been focusing on students who are scoring below Basic based on old accountability system. As Louisiana raises the bar students where the average student has fully mastered content, we will need to focus on all students to score Mastery. In three years, we aim to increase percent of students scoring Mastery or above to at least 33%.

Figure 2 Percent of students scoring Basic or above by subject over years

School Wide	2017	2016	2015	2014	2013	2012	2011	2010
School Wide	42.7%	49.2%	43.1%	54.5%	59.4%	53.3%	47.2%	41.3%
ELA	52.6%	56.7%	53.1%	51.7%	55.3%	55.3%	50.4%	45.0%
Math	37.4%	36.2%	33.4%	57.0%	69.7%	61.2%	53.2%	49.2%
Science	44.9%	44.7%	36.9%	50.1%	53.2%	47.6%	42.5%	35.1%
Social Studies	36.0%	59.1%	49.1%	59.1%	57.7%	49.0%	42.4%	36.0%

Although Kenilworth had been consistently improving students' achievement, percent of students scoring Basic or above dropped dramatically, especially in Math and Social Studies with the new standards. We would like to increase percent of students scoring Basic or above to at least 50% by 2020 in Math and Social Studies.

Figure 3 2017 SPS Scores by subgroup

Subgroup	2017 SPS using 2018 formula	2017 Letter Grade using 2018 formula	2017 SPS	2017 Letter Grade Equivalent	2016 SPS	2016 Letter Grade Equivalent	Urgent Intervention Needed or Required
Black or African American	51.9	D	58.6	D	56.8	D	Needed
Economically Disadvantaged	51.8	D	59.2	D	55.4	D	Needed
Students with Disabilities	34.3	F	22.3	F	32.6	F	Required

The academic performance of students with disabilities at Kenilworth is considerably lower than their peers. We will have specific emphasis on closing this gap. By 2020, our goal is that the SPS score for students with disabilities will be at least 50.

Figure 4 Progress Index over years

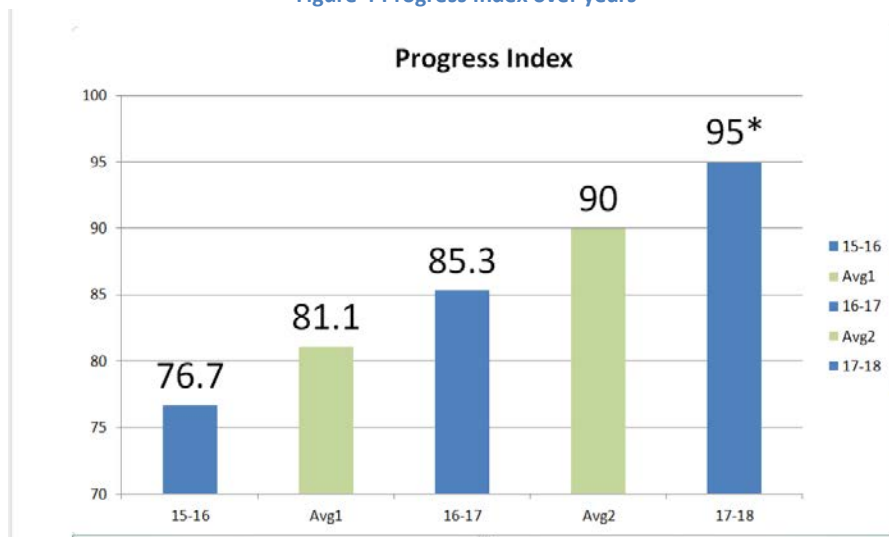


Figure 5 Number of students breakdown by Growth Categories

POINT CATEGORY	#OF STUDENTS (15-16)	#OF STUDENTS (16-17)	Difference (#)
150 points (Advanced)	7	10	3
150 points (Growth to Advanced)	7	5	2
150 points (Growth to Mastery)	178	141	37
150 points (80-99th percentile)	59	122	63
115 points (60-79th percentile)	118	189	71
85 points (40-59th percentile or Mastery)	202	215	13
25 points (20-39th percentile)	181	163	18
0 points (1-19th percentile)	199	161	38

According to the new accountability system, 25% of overall SPS score comes from the Progress Index. All students are expected to be on “Mastery” level by 8th grade. We were able to increase the growth of our students from 15-16 to 16-17 school year. Our goal is to have at least 100 points for the Progress Index by 2020.

Schoolwide Reform Strategies

Kenilworth has provided for the implementation of reform strategies designed to improve instruction throughout the school so that all students can meet Louisiana’s highest levels of proficiency. The strategies include: strengthening core academic programs, increasing the amount and quality of learning time, enriching and accelerating the curriculum, and implementation of strategies that meet the needs of our underserved populations and those students at risk of not meeting academic performance standards. We have methods in place to provide timely and effective assistance for students who are having difficulty meeting academic performance expectations.

Action STEP	Indicators	Funding
Use of High Quality Curriculum	Teachers in all grade levels and core content areas have access to and implement a high-quality curriculum. Math 6 - 8 : Eureka Algebra 1: Agile Minds English 6 - 8: MyPerspectives	Redesign Grant
High-Quality Assessments	Teachers use high-quality, curriculum-embedded assessments, inclusive of screeners, and/or high-quality interim assessments to plan for individual needs of students. ANET and LEAP 360	Redesign Grant
High-Quality Instruction for Students with Disabilities	All teachers who support students with disabilities taking the LEAP 2025 assessments will be trained to use high-quality curricula by the professional	IDEA

	development partner(s)	
High-Quality Instruction for English Learners	English learners will receive core instruction using the high-quality curricula	MFP
Positive Behavior Intervention System	Staff will consistently and systematically train students in positive behavior expectations. KST will use Deans List software to track PBIS	Title I
Drop Everything and Read	First 20 minutes every day will be reserved DEAR time for all students and staff. Struggling readers will be pulled out by tutors and City Year core members to do guided reading. Students will be able to read a book of their choice and/or articles on NEWSELA platform	Title I
Small Classroom Size	Kenilworth employs extra teachers to keep class sizes less than 30	Title I and II
ELA and MATH Lab (Intervention) Classes	There is an extra period Math and ELA class every day. At least two more adults are assigned per class (City Year and/or Tutors). Students are placed in small groups during these classes and work on intervention/enrichment activities	Title I
Student Advisory	All students are assigned an advisory teacher to guide/counsel students for academic success.	Title I and MFP

Highly Qualified Teachers & Professional Development

Kenilworth is focused on providing high-quality and on-going professional development for all staff members, including teachers, administrators, paraprofessionals, and others on an as-needed basis. The following strategies will be implemented:

- Utilize online professional development for safety trainings through safeschools.com (Funding: Title IV)
- There will be a paid extra one-week of professional development for core course teachers in July. Teachers will be paid stipends through Title II funds. Core subjects teachers will focus on understanding and implementing Tier-1 Curriculum effectively, pacing of the curriculum for academic year, preparing instructional plans including unit plans.
- With utilization of Redesign grants, third party vendors will coach and support core teachers for instructional and assessment strategies
- With utilization of Redesign grant and general funds, some teachers will be sent to Mentor and Content Leader training provided by the Louisiana Department of Education.

- Teachers’ daily schedules will allow them to have at least one common planning time to be able to conduct Professional Learning Community (PLC) meetings among their grade level and content.
- Every Wednesday, students are dismissed 48 minutes early to have school-wide or departmentalized meetings or professional development.

We are engaged in a rigorous process to attract and retain staff members who are both highly qualified and who are skilled at providing instruction to students in a high-needs school.

Action STEP	Indicators	Funding
High Quality Teacher Pipeline	KST will work TFA and Relay GSE to recruit high quality teachers. Kenilworth will advertise on many platforms to recruit high quality teachers such as Indeed, theadvocate, linkedin	Title II
Collaborative Meeting Time	KST will implement a specific schedule to allow teacher to have a common planning time every day for PLC meetings	MFP
Academic Professional Development	KST will organize a special week in July for core teachers only to plan academics for the next year. Teachers will be working on curriculum, pacing guides, assessments, etc.. And will be compensated.	Title II
Retaining High Quality Teachers	Kenilworth will encourage teachers to take praxis tests, and reimburse praxis test fees for teachers who pass the test. KST has an incentive system where teachers with high VAM scores are paid up to \$4000 bonus to continue to teach at Kenilworth	Title II
High-Quality Teacher Professional Development	Teachers in all grade levels and core content areas receive orientation to the curriculum, content module redelivery, opportunities to prepare for units and lessons, and ongoing support. Professional Developments provided Great Minds, Pearson, ANET, TNTP, LDOE (Content Leader Trainings)	Redesign Grant

Parent and Family Engagement Program

We have a process in place to increase parent involvement and focus on student achievement.

Parents are provided with professional development at the local level. Parents are encouraged to attend the following events: Open House, Family Engagement activities and parenting classes. Information is disseminated to parents through monthly newsletters, school website, parent displays, brochures, formal and informal meetings, personal phone calls and emails, and One Call Now and Constant Contact app.

Action STEP	Indicators	Funding
Parental Involvement	Kenilworth will use OneCallNow and Constant Contact programs to inform parents regularly. Text messages and automated calls are sent with OneCallNow. Regular emails and parent newsletters are sent via Constant Contact. Parent	Title I

	newsletters are also printed and pass out to students, and are also available in the front office for pick up	
Parent Surveys	Parent Survey in Spring-Parents are invited to give input on many issues including the school's SIP plan and implementation.	MFP
Open House, Grade Level Nights and PT conference	Parents and students are invited to meet their teacher before the first day of school, deliver their supplies, and acclimate themselves to the school and classroom. Grade Level Nights: Fall meeting with parents to discuss standards, curriculum, grade level expectations, classroom routines and procedures, and upcoming events. At Teacher/Parent Conferences- Parents are invited to school to meet with the teacher and other school personnel to discuss students' academic progress. Annual Title I meeting is also done during PT Conferences	MFP
Parental Involvement	504/IEP/ESL/ Behavior Parent Conferences – These meetings are held to discuss student progress as needed. Homevisit: Kenilworth teachers are encouraged to conduct home visits to connect with families. There is a stipend for teachers to do it.	MFP, Title I, IDEA
Success PORTAL	KST has developed an online portal where parents and students can track their academic work at one place.	MFP
Translation Services	Kenilworth employs a bi-lingual secretary and ESL teacher who are available for translation for ESL parents	MFP

Coordination of Programs

In order to best meet the needs of the students at Kenilworth, we use multiple federal, state and local resources. Utilization of resources is in compliance with federal requirements. How the funds are coordinated can be found at LDOE's eGMS system for public view.

<https://egmsp.doe.louisiana.gov/LDEGMSWeb/logon.aspx>