



MLK 2022-23 Phase One: Executive Summary for Schools OCT. 1

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Martin Luther King Jr. Elementary School
Carrie Caples

14405 Martin Luther King Way
Hopkinsville, Kentucky, 42240
United States of America

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Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Christian County Public Schools is located in Christian County, Kentucky in the city of Hopkinsville. Christian County is situated on the Kentucky-Tennessee border in what is considered Western Kentucky. Christian County covers 724 square miles. The county is home to the incorporated towns of Crofton, Hopkinsville, LaFayette, Oak Grove and Pembroke. The county comprises several smaller unincorporated communities of Fairview, Fruithill, Fearsville, Fort Campbell North, Gracey, Herndon, Kelly, Lacy and St. Elmo. From modern subdivisions to old historic homes to inner-city neighborhoods to rural farms, the diversity of Christian County is reflected in its population. 30.4% of the population of Hopkinsville is African American, 63.9% are White, 4.2% are Hispanic/Latino, and 1.5% are other ethnicities.

Martin Luther King, Jr. Elementary School is located in Christian County. It is a PreK-6th grade elementary school. 560 students are currently enrolled at the school.

Making up the population are 296 African American, 173 White (non-Hispanic), 48 Two or More Races, and 43 'other'. 89.3% of the students are Economically Disadvantaged and 98 students are identified as having a disability.

There are 46 certified staff, 3 administrators, 1 district administrator and 29 classified staff members. The certified staff is made up of 14 African American, 34 White, 2 Hispanic/Latino. The classified staff is made up of 16 African American, 12 White, and 1 Hispanic/Latino.

MLK has experienced three leadership changes and two interim principals in the fifteen years of the school's existence. Sarah Newman was the first principal to lead the school from 2007-2012. During the time period of 2012-2014, Tim McGinnis and Rita Stewart served as interim principals. Cassandra Spearman was hired from August 2014-April 2017. Anita Hopson served as interim principal from April 2017 to December 2017, Carrie Caples was hired to lead the school December 1, 2017 and is currently in the same role.

The PLC structure has changed to a PDSA model among grade level teams. This change has started conversations among staff to understand what is working and possible solutions to those activities/strategies which are not successful in ensuring students mastery of grade level standards.

MLK services a transient Economically Disadvantaged population with 100% of students receiving free/reduced lunch. We are currently looking at what research says about students in poverty. As we review the data of all students, it is evident instructional changes must occur. There is a broad focus on incorporating engaging instructional practice as well as professional development from HMH Into Reading

and Eureka Math. As a result of professional development, teachers are learning to instruct with a focus and become intentional in the delivery of instruction.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Vision Statement: MLK will empower all students to become responsible lifelong learners.

Mission Statement: The mission of our MLK family is to deliver high-quality education for ALL in a safe, positive and nurturing environment.

Core Values:

At MLK, we will:

Be COMMITTED

Be POSITIVE

Be FLEXIBLE

Be CONSISTENT

Maintain a GROWTH MINDSET

At MLK we do several things to guide our students to meet schoolwide expectations and become responsible lifelong learners. We highlight student successes through monthly awards - Student of the Month, Comeback Kid, PAWsitive office referrals. MLK is a PBIS school that has achieved Gold status on the Fidelity Review - showing consistency with promoting and recognizing positive behavior. Positive postcards are sent to families to highlight exceptional behavior and academic achievement. MLK has school wide expectations using the acronym PRIDE (P-project a positive attitude, R-respect everyone, I-imagine your success, D-demonstrate responsibility, E-encourage cooperation). These expectations are recited daily by students and teachers use these guidelines to teach lessons on behavior at school. MLK's special teachers present character education lessons to all students K-6th. Character words are also included on the morning announcements so homeroom teachers can reinforce these in the classroom. 6th grade students create the morning newscast that is presented to all students weekly.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next

three years.

MLK recently benefited from the district purchase of an evidenced based reading curriculum. The district purchased HMH Into Reading in June and will provide ongoing professional development for teachers. Additionally, all teachers are participating in the 3-year KYCL grant. (Kentucky Comprehensive Literacy). The goal of the KyCL grant is to support schools in improving the reading and writing achievement for all learners from birth to grade 12 by supporting:

- A comprehensive district and school literacy plan
- Teacher Professional Learning focused on reading and writing
- Literacy Assessments
- Literacy Intervention
- Connections between early childcare providers and schools
- Connections between community partners and schools
- Books for children
- Family literacy training

KyCL provides professional learning to build teacher capacity in reading and writing instruction across all levels and contents.

Martin Luther King Jr. is in TSI status but a star rating has not been defined by the Kentucky Department of Education. MLK continues to work diligently to implement the total Response to Intervention (RTI) System for reading and math. This school year every student's reading and MAP score was reviewed to ensure each receives the proper intervention. MLK continues to implement and refine the Data Tracking System and Data Analysis Protocol. These systems will better inform teachers on student progress, changes in instructional practices for student success, and necessary interventions.

There has been a district and school focus on improving literacy instruction. There has been an adoption of a district wide comprehensive reading program, Into Reading.

In addition, there has been a district focus on mathematics instruction using Eureka Math.

Additional Information

CSI/TSI (including ATSI) Schools Only: Describe the procedures used to create the school's improvement plan and briefly state the specific efforts to address the causes of low student performance and resource inequities.

This summer, Martin Luther King Jr.'s Leadership Team met to create systems and processes to promote each child's academic success and well-being. We began the process by agreeing that the current mission and vision would ensure prioritization of steps toward successful implementation. This was followed by the creation of a Priority Plan and District Scorecard to ensure continuous school and classroom improvement.

The school's newly developed Priority Plan/Scorecard includes 45-day cycles focusing on improvement priorities based on Cognia standards, Key Core Work Processes that address the improvement priorities, academic goals for the 22-23 school year based on MAP, strategic actions, and progress monitoring. The leadership team meets weekly to ensure specific data collection and analysis.

Within the Priority Plan is a Coaching Plan that will build professional capacity in the school leadership team to support, develop, and retain effective and caring teachers and staff. Administrators follow a weekly observation schedule to observe classrooms and provide actionable feedback in one-on-one coaching sessions.

Based upon observations, the leadership team will determine school-wide trends to provide ongoing professional development and foster continuous individual improvement to ensure student achievement. There is a high teacher turnover at MLK, with 15% of MLK's staff being new to teaching or new to their current positions. Additionally, our teachers are inexperienced, with six teachers seeking alternative or emergency certification. We set 9 weeks goals to coach all teachers through the 4 PGES domains.

MLK serves an economically disadvantaged population, with 100% of our students receiving free and reduced lunch. Our demographic breakdown consists of 296 African American, 173 White, 48 Two or More Races, and 43 Other. According to Fall 22-23 MAP data, 53% of MLK's students are scoring in the Novice category in Math, and 56% scoring in the Novice category in Reading. According to 21-22 KSA, 45% of MLK's students are scoring in the novice category in reading and 37% scoring novice in math. The team works collaboratively to evaluate the RTI, BRTI, PLC, and Guided Planning process. The leadership team meets weekly to collect end of module assessment data and attendance data.. Every 6 weeks, RTI and BRTI meetings are held to monitor the progress of our most at-risk students.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

MLK worked on a Professional Learning Plan where training sessions were designed for best practice strategies in specific content areas, particularly in reading and math.

As a school, it is our goal to become one of the top 3 schools in the next three years within the CCPS system. MLK is working diligently to deepen our understanding of core instructional standards and best practices.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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