



Executive Summary

DeLaSalle Education Center is committed to fostering an educational environment that prioritizes student success, resilience, and community engagement. DeLaSalle is dedicated to transforming the educational experience for all students by implementing a comprehensive approach that emphasizes increased rigor, accelerated focused instruction, and robust support systems. The school recognizes the diverse needs of its student population, particularly opportunity youth, and is committed to providing tailored academic and career experiences that foster success. To realize this plan, all critical aspects of operating a charter school have been assessed and researched to thoughtfully execute DeLaSalle Education Center's next phase.

To enhance academic rigor, DeLaSalle is focused on raising standards for student engagement and achievement. This includes the implementation of targeted interventions and a curriculum aligned with state standards that incorporates real-world applications. The school aims to ensure that all students are equipped with the necessary skills to thrive in their future endeavors. Accelerated focused instruction is a key strategy at DeLaSalle, where dedicated class time is allocated for credit recovery and intervention. This approach allows students to receive personalized support, ensuring they remain on track for graduation. The use of data-driven assessments, such as NWEA MAP Growth, enables educators to monitor student progress and adjust instruction accordingly.

DeLaSalle also prioritizes the use of support systems to address the academic and social-emotional needs of students. By employing a multi-tiered systems of support (MTSS) model, the school identifies students requiring additional assistance and provides appropriate mediation. This holistic approach fosters a nurturing environment that promotes both academic success and emotional well-being. Increased staff collaboration is another cornerstone of DeLaSalle's strategy. The school encourages a culture of shared responsibility for student outcomes through regular professional development, common planning time, and the establishment of an Instructional Leadership Team (ILT). This collaborative framework empowers educators to share best practices and enhance instructional quality.

Furthermore, DeLaSalle is committed to board development and governance. The school provides training for board members on best practices and strategic planning, ensuring effective oversight and support for its mission. This commitment to governance is complemented by timely compliance with regulatory requirements, as evidenced by the establishment of a compliance calendar and regular internal audits.

In preparation for the next charter term, DeLaSalle has developed a comprehensive plan that addresses key areas identified by the Missouri Charter Public School Commission (MCPSC). DeLaSalle Education Center is steadfast in its mission of empowering every student to achieve their fullest potential. Through these initiatives, DeLaSalle is poised to create a transformative educational experience that prepares students for success in their future academic and career pursuits.

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Commented [MG2R1]: Also, request preference for freshman vs. ninth-grade usage?

Commented [MB3]: I would assume the charter school reviewers would know what this means, right?

Commented [MG4R3]: Yeah, and the website doesn't even spell out what NWEA stands for, so I assume it's safe to use.

Dr. Adam; Stalling; Lisa

Narrative

MISSION AND VISION

DeLaSalle Education Center, established in 1971, is rooted in an unwavering commitment to every student's long-term success and pursuit of their ambitions. Through tailored academic and career experiences that connect lessons to real-world critical thinking and application, students can achieve at high levels and ultimately steer their life trajectories. The mission and vision statements below succinctly speak to DeLaSalle's purpose and goals for the next charter term.

Mission: To engage its students in education that prepares them for learning, work, and life after high school.

Vision: DeLaSalle Education Center sees a bright future for all students. This future is connected to successful completion of high school plus a path for success after high school. Every student will graduate with more than a high school diploma. Students will graduate with a plan for the future rooted in academics and careers.

Underlying the mission and vision for building a strong community are DeLaSalle's core values:

- Operate Accountably
- Communicate Courageously
- Embrace Community

By emulating such values, students are driven to find their path to success while ultimately becoming well-rounded young adults who care about their community and world. These core values are consistently reinforced for students and staff through relationship building, advisory, individual meetings, schoolwide gatherings, professional learning communities, and professional development.

To realize its mission, vision, and core values, DeLaSalle will offer a stimulating hands-on education that prepares students for the future while meeting their social-emotional needs and supporting their development as good citizens. The educational environment is meaningful, relevant, and engaging—instruction is connected to students' lives with authentic projects and experiential learning, and conclusively supports each student in finding a future path tailored to their interests and skills. Beyond the classroom walls, students will have access to diverse workforce experiences that generate confidence in clear plans after high school.

SCHOOL POPULATION

Historically, DeLaSalle has served opportunity youth, or students who were not successful in traditional education settings, putting them at risk of not completing high school. DeLaSalle remains committed to serving opportunity youth, rejecting the stigma often associated with a typical alternative school. Additionally, the school will recruit rising high school students from throughout the city, delivering an academic program like no other in Kansas City. DeLaSalle is intent on providing a robust academic experience and real-world opportunities to all students. This works in conjunction with positive and consistent adult mentors and wraparound supports

Commented [MG5]: SS: Not aligned with website, but this is what was in the previous charter renewal. What are the official statements vs. what should I use?

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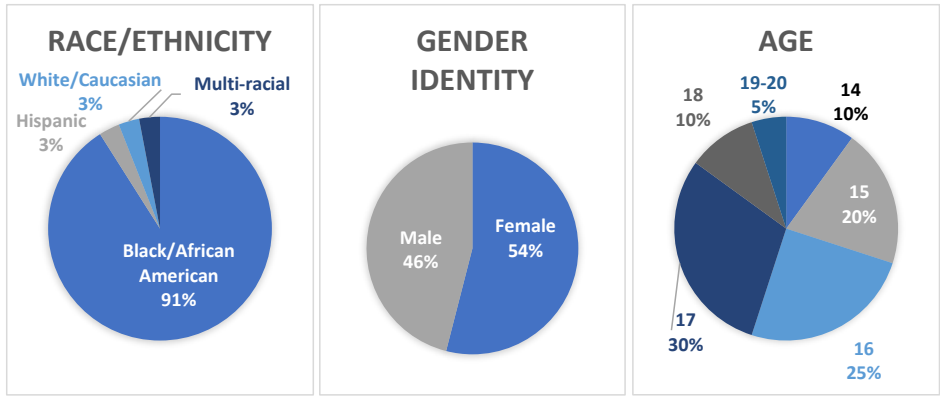
Be curious
Be proactive
Be professional
Be kind
Be leaders

Commented [MB7]: What stigmas?

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that help every student stay on track and achieve their goals. A snapshot of student demographic information is shared below.

Commented [MG9]: SS or PA: Any other student data snapshots you would like to include? These are just very basic demographics.



DeLaSalle students are resilient, despite the many adversities they face including poverty, community violence, trauma, houselessness, and systemic racism. Closely related social determinants of mental health (e.g., poverty, food insecurity) increase DeLaSalle students’ risk for mental, emotional, and behavioral challenges (Jackson County Mental Health Fund, 2019). This unique population of students, who face higher rates of trauma, requires DeLaSalle to adopt innovative and compassionate educational strategies. To transform DeLaSalle, while providing every student a valuable opportunity, three core groups of students will be served moving forward:

1. Rising ninth grade students who join the Freshman Academy;
2. Traditionally served students who are off track and in need of credit recovery, a change of environment, or simply another chance; and
3. Students who are over-aged, under-credited, and eligible for programming that gets them to graduation in a non-traditional structure (Missouri Option Program).

INNOVATIVE PROGRAM

DeLaSalle’s leadership acknowledges that low attendance, retention, and graduation rates have historically plagued a well-intentioned school community. With a fierce motivation to realize a bright future for every DeLaSalle student, the focus of how students spend their time in school and the experiences students have outside of school required new vision and direction. As part of stakeholder engagement during the 2018-19 school year, all stakeholders expressed a strong desire for more career-and-college pathways, including certification programs, dual-enrollment opportunities, internships, and onsite entrepreneurship programs that serve the community. This feedback, paired with research and resources from the Ewing Marion Kauffman Foundation, allowed DeLaSalle to introduce a new program design. As a member of the first cohort to adopt Real World Learning (RWL) and Market Value Asset (MVA) attainment and exploration during the 2020-2021 school year, DeLaSalle allows students to build ownership of their ideas, career pursuits, and futures.

REAL WORLD LEARNING (RWL)

DeLaSalle addresses the unique needs of its student population while promoting resilience, academic achievement, and real-world readiness. The school's commitment to Real World Learning and Market Value Assets ensures that all students, regardless of their background or previous experiences, have the opportunity to thrive academically and personally. All 9th-12th grade students receive Real World Learning opportunities embedded throughout their school day in three progressive phases: Exploration, Engagement, and Immersion.

At the freshman and sophomore levels, students apply their developing attributes—self-direction, creativity, critical thinking, problem solving—to real world projects spanning various industries. This is enhanced by the use of state-of-the-art simulation labs through a committed partnership with Operation Breakthrough. Operation Breakthrough is a nationally accredited not-for-profit corporation located less than a mile from DeLaSalle that provides educational programs, health care, parent programs, and emergency services largely to children and families living below the Federal Poverty Level guidelines.

All ninth and tenth grade students rotate through learning zones led and operated by Operation Breakthrough each semester and complete two projects within each cycle. The learning zones include studio arts, computer technology, coding and robotics, digital media and graphic design, fabrication and product design, culinary arts, automotive engineering, entrepreneurial ventures, life science, and construction and design. Projects emphasize both student creation and real-world application.

1. Exploration (9th Grade)

All 9th graders complete the YouScience Assessment and participate in Operation Breakthrough's Ignition Lab as a cohesive cohort, where they engage in diverse experiences that spark their interests and begin their journey of self-discovery. This foundational stage is critical for building relationships and fostering a supportive community, essential for students navigating trauma.

2. Engagement (10th Grade)

In the Engagement phase, 10th graders continue their RWL journey at the Ignition Lab, focusing on areas of high interest identified through the YouScience Assessment and based on their prior experiences in the Ignition Lab at Operation Breakthrough. This stage encourages deeper exploration and prepares students for more specialized pathways in their upperclassman years. In 3rd quarter of a sophomore's year, they will declare their chosen pathway: STEAM (Science, Technology, Engineering, Art, or Math), Dual-Enrollment, Entrepreneurship, or Trades. Each student's chosen pathway then shapes their academic and RWL experience moving forward as they matriculate through their high school career at DeLaSalle.

3. Immersion (11th & 12th Grades)

The Immersion experience for 11th and 12th graders allows students to dive deeply into their chosen pathways: STEAM, Dual-Enrollment, Entrepreneurship, or Trades. This

hands-on approach enables them to apply their learning in real-world contexts, ultimately leading to graduation with multiple Market Value Assets.

MARKET VALUE ASSETS

A Market Value Asset (MVA) is “a cornerstone experience that prepares a student for future learning and employment” (realworldlearning.org, 2023). They require specific attributes for a high-quality experience, and include a meaningful project, student agency, practical application, skill development, and professional networking opportunities. MVAs produce various student outgrowths and can be attained by students at any phase of RWL Program Progression, regardless of grade level.

Market Value Assets come in four primary forms:

1. College Credit – nine (9) or more hours of college-level credits earned (in partnership with Metropolitan Community College – Penn Valley)
2. Regionally-Vetted IRCs (Industry-Recognized Credentials) – these typically include IRCs from current lists published by state education departments and regionally customized and vetted credentials
3. Career/Work Experiences – can come in the form of internships, client-connected projects, or youth apprenticeships (each have varying metrics for completion)
 - a. Internships (120 engagement hours per calendar year)
 - b. Client-Connected Projects (mentoring by working professionals, 24 hours of engagement, output or product that solves a problem or provides value, and performance evaluation)
4. Entrepreneurial Experiences – includes market and stakeholder research, a business plan (lean business planning), and completion of a presentation with feedback from relevant external stakeholders (capstone)



Market Value Assets

- ✓ **COLLEGE CREDIT** earned while in high school
- ✓ **INDUSTRY-RECOGNIZED CREDENTIALS**
- ✓ **CAREER EXPERIENCES** such as robust job shadowing and internships
- ✓ **ENTREPRENEURIAL EXPERIENCES** with real-world projects tied to job expectations

As a result of participation in and achievement of MVAs, students have experienced a deep, rich opportunity to build or strengthen skills and abilities with a new confidence. Over the past few years, DeLaSalle has successfully tripled student participation in dual-enrollment programs and after-school internship initiatives, leading to 68.8% of students who began as ninth-graders at DeLaSalle earning valuable internship market value assets (MVAs). DeLaSalle takes immense pride in these student achievements. Looking toward the next charter term, DeLaSalle plans to enhance MVA offerings in the following ways:

1. **Industry-Recognized Credentials**
DeLaSalle is committed to increasing opportunities for all students to earn industry-recognized credentials that align with their declared pathways and interests. This alignment will bolster their resumes as well as enhance their employability and market readiness.
2. **Career/Work Experiences**

- a. DeLaSalle will continue to develop its in-house **Young Professionals Internship Program** by partnering with local businesses. Through this initiative, students are matched with semester-long internships based on interests identified in ICAP meetings and YouScience results, ensuring a personalized and meaningful experience. The Young Professionals internship program culminates each student’s experience with a Capstone Presentation.
 - b. Building on past successes, DeLaSalle will expand its efforts to connect full classrooms with community partners through **Client-Connected Projects**. Students have previously designed logos and menus, created video advertisement commercials, developed interactive art installations, and curated culinary work. DeLaSalle will seek to replicate and expand these experiences, providing students with practical, hands-on learning opportunities.
3. **Entrepreneurial Experiences Development**
 DeLaSalle’s Entrepreneurship Program will grow by incorporating pre-entrepreneurship skills for 9th and 10th graders. This year, students will have a unique opportunity to develop and operate a school store as an entrepreneurial experience component. The school store offers exposure to a digital platform to manage inventory, fostering entrepreneurial thinking and innovation from an early stage. This hands-on experience will afford students the chance to earn 80 hours of merchandising experience throughout the one-year course. Entrepreneurship students will gain hands-on, real-time exposure to merchandising, purchasing, client and vendor relations, business ethics, as well as the marketing of both physical and digital products through the student store. Further, use of the “Class Bank” will increase financial and digital literacy skills school-wide.

THE DELASALLE DIFFERENCE

Upon enrollment at DeLaSalle, each student develops an Individualized Career and Academic Plan (ICAP), outlining specific academic goals, support services, and progress monitoring. These plans are created collaboratively with students, families, and educators to ensure alignment with individual needs and goals for the future. ICAPs are completed within the first quarter of attending DeLaSalle for all students, including Freshman, Credit Recovery, and Flipside Program students, as detailed further below. The plan is monitored and evaluated regularly, ensuring each student has an up-to-date, individualized plan for their success. ICAPs serve as a roadmap to graduation and precipitate the creation of a post-graduation plan.

1) Freshman Academy and Summer Bridge: DeLaSalle supports 9th-grade students through a year-long cohort model that emphasizes community and support as a success strategy for their first year of high school (called the Freshman Academy). Rooted in data from the Consortium on School Research at the University of Chicago, this program focuses on building relationships and providing targeted interventions to keep students on track for graduation. By fostering a sense of belonging and engagement, DeLaSalle aims to mitigate the impacts of trauma and engender academic resilience among its youngest learners. The Freshman Academy leverages targeted strategies to keep students on track to graduation. These strategies include:

- Regular monitoring of attendance, behavior, and grades in core classes;

- Immediate tutoring and intervention when a student shows signs of struggle; and
- Adult collaboration and teaming to create interventions for student individuals and groups based on identified need.

In addition, DeLaSalle helps Freshman make the transition to high school through its Summer Freshman Bridge. By investing in individualized plans and supports for students at the onset of their high school experience, students become actively engaged in their learning and future opportunities. Students begin to believe that high school is a place for success and develop a sense of hope and self-efficacy.

2) Credit Recovery for Transfer Students: This program addresses the needs of transfer students who have faced challenges in their previous high schools. Recognizing the diverse backgrounds and experiences of transfer students, the program is tailored to provide flexible, individualized support that enables them to recover lost credits and meet graduation requirements within four years (or less). Through personalized learning plans and access to resources, staff empower these students to reclaim their educational journey and achieve academic success.

Upon entry, transcripts and records will be reviewed and a tailored schedule is created. Schedule flexibility is maximized to offer core content classes needed for Credit Recovery students in grades 10-to-12. In addition to regular class offerings, a dedicated Credit Recovery class is integrated into the schedule to allow for acquisition of credit deficiencies. Should DeLaSalle be unable to offer certain classes with a content-area instructor, the school uses online credit recovery courses as a supplement through Edgenuity. The flexibility and design of these virtual courses allow students to focus on the exact content they need, recover lost credits, and graduate on time. Instructional rigor for these students is executed in two ways: 1) students complete a (1.0) recovery credit per semester, ensuring thorough content review and application; and 2) students complete regular quizzes and weekly check-ins with the Credit Recovery/Flipside Coordinator.

3) Flipside Program for Opportunity Youth: This program serves opportunity youth aged 17 to 20 who are over-aged and under-credited. The initiative provides a fast-tracked, skill-based competency completion path, allowing students to work or volunteer while simultaneously pursuing their education. With half days of academic instruction—approximately 15 hours per week—students receive focused, real-world learning experiences that align with their personal and professional goals. In addition to ensuring that students complete the program requirements, DeLaSalle supports students in preparing for, and passing, the High School Equivalency Test (HiSET) or MyGED to demonstrate attainment of high-school-level skills. Students also have access to mentors, social supports, and advising just like other students attending DeLaSalle. While these students may have an expedited path to graduation, the school commits to ensuring each student in the program has a future plan beyond the high school diploma. This model not only facilitates graduation but also equips students with practical skills and experiences that enhance their market value in the workforce.

STRATEGIES FOR SUCCESS

DeLaSalle will employ several strategies to ensure success during the next charter term regarding academics, governance, and school operations. Strategies #1-3 are academic focused, and will help DeLaSalle to accelerate focused instruction and rigor in all classrooms, increase understanding and use of the systems of support for academic needs, and increase staff collaboration to impact student learning. Strategies #4-5 focus on governance and operations, discussing DeLaSalle’s plan to increase board development, create a board succession plan, and ensure timeliness of compliance-related tasks.

1. Accelerate Focused Instruction and Rigor

DeLaSalle’s approach to improving focused instruction and rigor in all classrooms includes several intertwining threads that revolve around raising standards for what students are being asked to do and how their engagement in that work is supported.

The school will expand and implement deeper academic interventions over the coming years to bolster existing work and to provide targeted support systems for students who are at risk of falling behind. To enhance the quality of instruction and academic rigor, DeLaSalle will implement a multi-faceted approach that includes:

- **Attendance:** DeLaSalle will focus on higher attendance rates for ninth through 11th grade students. In SY 2025-26, DeLaSalle will implement a new attendance policy directly tied to student grades and in effect, grade-level promotion. Under the new policy, students must meet a minimum average daily attendance to receive a passing grade for each class. If a passing grade is not received, remediation will become necessary to recover the lost credit.
- **Curriculum Alignment:** DeLaSalle curriculum aligns with state standards and incorporates real-world applications that engage students in critical thinking and problem-solving. This involves collaboration with industry partners to develop project-based learning opportunities that connect classroom learning to career pathways.
- **Credit Recovery Class:** Credit recovery is accelerated by providing dedicated, built-in class time for Credit Recovery and Flipside Program students during the school day. All students in need of credit recovery attend the course, where virtual instruction is tailored to their specific needs using the Edgenuity platform (and Essential Education, as needed). Rigor is increased through a focused approach on one credit recovery course per semester (or a maximum of two credits per year). Flipside Program staff utilize frequent benchmarking to determine where students are as they prepare to take the HiSET or MyGED exam. Benchmarking and practice exams reveal subject areas where students have opportunities for improvement. All students conduct weekly check-ins with the Flipside Program Coordinator.
- **Core Academic Assessments:** DeLaSalle has begun to use longitudinal diagnostic assessment data from NWEA’s MAP Growth assessment suite, which provides crucial data regarding students’ reading and math performance and growth. NWEA MAP Growth assessments occur three times per year. In addition, DeLaSalle will consider more targeted assessments (i.e., Stanford’s ROAR and iReady) and interims to determine student needs.

Commented [MG10]: SS: Does the summer help students who need more than 2 credits per year to catch up?

- **Course Interims:** DeLaSalle will utilize teacher-created and external interim assessments and formative data to monitor student progress and inform adjustments to instruction. Accordingly, this ensures students are increasingly supported to reach rigorous outcomes. Regular data analysis meetings will be held to identify trends and implement targeted interventions for struggling students. Interim assessments are conducted in ALL courses, including elective classes such as art and physical education.
- **Need-based Intervention Cohorts:** DeLaSalle will use data within and across school years to determine the need for intervention, which will be built into the daily schedule. To prepare students for upcoming work in core content classes, intervention blocks will be created for core reading and math classes. DeLaSalle will research appropriate programs for instructional delivery (i.e., Wilson, LETTRS, Corrective Reading, Amplify, ACT WorkKeys, and Accuplacer). To evaluate progress of intervention groups, students will take the NWEA MAP Growth assessment three times per year. Data collected from assessments will inform added value of the interventions and help refine DeLaSalle's process to support students academically.

2. Systems of Support

DeLaSalle recognizes the importance of robust support systems to address the academic needs of students and improve social-emotional learning (SEL) outcomes. The school proactively addresses students' social and emotional health needs on-site through varying degrees of services using a collaborative evidence-based approach. DeLaSalle utilizes a multi-tiered systems of support (MTSS) model and positive behavior intervention and support (PBIS) to benefit all students while identifying those in need of further intervention services. Strategies include:

- **Intellispark Platform:** DeLaSalle uses an innovative technology platform built to help staff address student support challenges. The platform helps DeLaSalle staff address student issues in real-time. This platform fosters student safety and prevents crisis, thus enhancing academic achievement. It can be used to initiate a referral, gather surveys, communicate with students and families, and host case management notes or documentation. Notably, one of Intellispark's most useful tools includes the use of "flags," which are assigned to students for various support purposes (i.e., academic, behavior, attendance, etc.). Staff correspond with appropriate flags and are notified when a student has been assigned a specific flag that needs to be addressed. Intellispark helps ensure staff use a comprehensive, collaborative approach to meeting student needs. During the next charter term, DeLaSalle will increase staff buy-in and usage of Intellispark. Currently, 100% of Kairos Program staff use this feature (discussed further below), compared to only about 50% of all DeLaSalle staff. Below is a list of current flag types in DeLaSalle's system:

Home/Food Insecurity/Family Concern	Substance Use Concern	Individual Counseling	Mental Health Services
Schedule Change Conversation	Request for Mediation (CCR)	Mediation	Regular Parent Check-ins

Request for Mental Health Supports	Threat Assessment	Medical Support Services	Safety Plan
Academic Concern	Behavior Contract	Men's Group	Social Work Services
Student in Crisis	Behavior Hearing	Mental Health Services	Substance Use Group with First Call
Chronic Attendance Concern	Extra Student Supervision	Positive Call Home	Women's Group
Behavior Infraction	Family Support Meeting	PsychoEd Group	Working Lunch
Request for Social-Emotional Supports	Hall Pass Restriction	Regular Check-ins with Staff	Hop Skip Drive
Foster Care			

- **Out-of-School Time Programs:** After school and summer supports are also provided to help ensure students receive the support needed to be successful during outside of the traditional school year. This will include after-school tutoring, mentoring programs, and access to online resources for credit recovery. Out-of-school time programs include but are not limited to:
 - **Block37:** During after school hours, students are offered a safe space, positive adult role models, and access to activities that promote positive social-emotional and educational outcomes. Students may gain academic tutoring or work toward achieving MVAs during Block37 program hours, which occur four days per week from dismissal until 7:00 p.m.
 - **Summer Induction Program:** This program uses the summer months for Credit Recovery students to integrate into DeLaSalle and provides them with the wrap-around supports needed to ensure they are on track to graduate. Summer Induction includes practice on academic learning and study habits to help ensure a successful transition into the school.
- **Kairos Program:** In addition to academic and out-of-school time supports, DeLaSalle supports every student's social, emotional, and mental well-being through the Kairos Program. The program proactively addresses students' mental and behavioral health needs on-site through varying degrees of services using a collaborative, evidence-based approach. DeLaSalle utilizes a multi-tiered system of supports (MTSS) model and positive behavior intervention and support (PBIS) to benefit all students and identify those in need of a continuum of deeper mental/behavioral health services. The goal of the Kairos Program is to equip all students with an arsenal of coping skills, protective factors, and knowledge for managing their emotions by high school graduation to foster a healthy life and mitigate the risk of developing future mental health or substance use complications.
- **Family Engagement:** DeLaSalle will enhance communication with families regarding available support services and resources. Families are particularly involved in the determination of necessary resources for Credit Recovery and Flipside Program students. Family support meetings will be held as needed to help parents aid in their children's academic success.

- **Community Partners and Resources:** DeLaSalle truly encapsulates the “it takes a village” philosophy to educate and support students. Partners critical to the school’s systems of support include but are not limited to: Center for Conflict Resolution (CCR, provide in-house remediation, groups, and staff training); Ember & Bloom (in-house therapy); Family First Prevention Services (Missouri DSS abuse/neglect prevention act); First Call (substance use support); Giving the Basics (hygiene items); Lion’s Haven (food and cleaning supplies); Impact Missouri (resource day for health and human support services); Kansas City, Missouri Health Department; Operation Breakthrough (childcare and resources for parenting and pregnant teens; SPARCS psycho-therapy groups); Swope Health (Tier III mental and behavioral support referrals); Synergy (housing needs); University Health Behavioral Health (UHBH, Tier III mental and behavioral support referrals); Urban Neighborhood Initiative (UNI, wellness days).

Commented [MB11]: Unless you’re worried about space, I might put these in a list form instead

Commented [MB12]: Doesn’t Operation Breakthrough also provide the Ignite studio/lab spaces?

Commented [MG13R12]: Yeah, I was kind of focusing on social/emotional/health services here. Reviewer #2, did this also give you pause? I can easily add this in the parentheses.

3. Increase Staff Collaboration to Impact Student Learning

DeLaSalle has systems in place that encourage staff collaboration to positively impact student learning. To build on an existing collaborative culture, DeLaSalle will implement the following strategies:

- **Instructional Leadership Team (ILT):** Key to DeLaSalle’s success is the Instructional Leadership Team (ILT). During the next charter term, the school will strengthen the ILT by including more staff (growing from three to five members, representing both administrative and teaching staff) who will lead professional development, share best practices, and facilitate collaborative planning sessions. This team will be responsible for monitoring instructional quality and providing feedback to teachers.
- **Multi-layered Professional Development:** DeLaSalle utilizes staff observation, coaching, and evaluations at mid-term and year-end for all teachers aligned to the Danielson Framework for Teaching (see Figure 1). Administrative staff will provide ongoing training for teachers focused on high-leverage instructional practices, data analysis, and differentiated instruction. This will include workshops, peer observations, and coaching cycles to ensure that all educators are equipped to meet the diverse needs of students. Professional development opportunities specific to current needs will include continued training on Restorative Justice Practices with the Center for Conflict Resolution (CCR) and Real World Learning, Communities of Practice with the Ewing Marion Kauffman Foundation’s RWL Collaborative.
- **Teacher Coaching:** The ILT will also be responsible for developing a more robust coaching program, with a goal to meet a staff to coach ratio of 4:1. ILT members will observe classrooms and provide constructive feedback to encourage professional

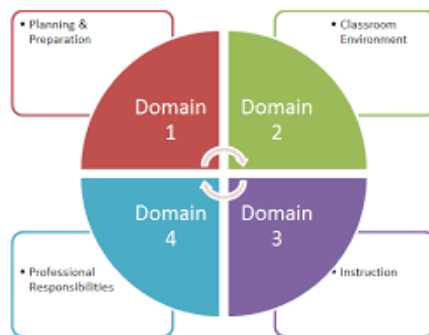


Figure 1: Danielson Framework for Teaching

growth and share effective instructional strategies. In addition to in-person coaching, an online resource, SIMBE, will be available to staff to gain valuable real-time feedback.

- **Common Planning Time:** DeLaSalle will schedule regular common planning periods for shared content teachers to collaborate on lesson planning, data analysis, and student interventions. This will promote a culture of shared responsibility for student outcomes. Further, content team meetings provide a bridge between the ILT team and full teaching staff.

4. Board Development and Succession Planning

To ensure effective governance, DeLaSalle will focus on board development and succession planning through:

- **Board Training and Development:** DeLaSalle will provide training for board members on governance best practices, financial oversight, and strategic planning. Working alongside SchoolSmartKC, DeLaSalle will offer an annual board retreat, coaching for board chairs, and development opportunities for all members. The Board President is mentored by an individual with years of experience who assists with community resource connection. Online classes are available to all board members through XYZ PLATFORM so individuals can train on specific topics (i.e., board finances, DEI best practices, etc.) led by external experts. Finally, the board completes an annual assessment using (TOOL NAME?) to evaluate its effectiveness. This tool helps reveal any areas for improvement, which are discussed annually at the board retreat.
- **Succession Planning:** The board has re-assessed and passed new policies regarding board terms and succession plans on INSERT DATE HERE. The plan identifies potential future leaders within the board and outlines a process for onboarding new members. New, active board members are engaged, with 87.5% of the board comprised of new members since the last charter term. All members are involved in a board committee, which meet regularly and include academics, governance, and finance. Active and engaged committees and leadership structure contribute to the current succession plan, ensuring continuity and stability in governance.
- **Community Engagement:** DeLaSalle actively seeks community input and representation on the board to ensure diverse perspectives are included in decision-making processes. Local organizations, such as Black KC, help recruit individuals who reflect the community served and the expertise needed.

Commented [MG14]: Any other regular development? How often does this occur? DEI?

Commented [MG15]: Get a timeline of terms and limits of current board members? Need to see when the next president transitions will occur for the timeline.

5. Timeliness and Compliance

DeLaSalle has proven its ability to increase its efficiency and compliance rating overall. From hovering near 60% at the last charter term renewal, the agency now maintains a compliance rating of approximately 85%. To reach the goal of 90% compliance (or higher) with all regulatory requirements, DeLaSalle will implement the following strategies:

- **Compliance Calendar:** Each year, DeLaSalle creates a compliance calendar that aligns with the Commission and outlines all deadlines for key reporting, assessments, and evaluations. This will be shared with all necessary staff and board members to ensure accountability. If any deadlines are presumed unreasonable for the school to meet, communication is made at least 30 days in advance to determine an appropriate date.

- **Staff Liaison:** DeLaSalle assigns one point of contact as the staff liaison to communicate and coordinate all compliance measures between the Commission, staff, and board of directors. The staff liaison utilizes EpiCenter for submission of reports and documentation to the Commission.
- **Regular Internal Audits:** DeLaSalle conducts regular internal audits to assess compliance, which includes reviewing documentation, policies, and procedures to identify areas for improvement.
- **Quarterly Meetings:** In addition, DeLaSalle hosts quarterly meetings with the Commission to assess compliance with state and federal regulations.
- **Staff and Board Training:** DeLaSalle will provide training for staff on compliance requirements and best practices, as needed, to ensure everyone understands their roles in maintaining compliance.

Commented [MB16]: How regular?

Conclusion

DeLaSalle is dedicated to transforming the educational landscape for students. The school’s structured approach and commitment to continuous improvement ensure that all students are well-equipped for success, no matter the path they choose. *By the time students graduate, they will be empowered for diverse pathways—whether pursuing higher education, entering the workforce, joining the military, or enrolling in a trades program.* DeLaSalle is eager to continue this vital work throughout the next charter renewal term. Please find the school’s goals over the next five-year charter term and an attached timeline for how these goals will be addressed.

Goals

DeLaSalle is committed to ambitious, yet attainable goals aligned with the school’s mission and vision. Particularly with a new focus on more than just a high school diploma, the Specific, Measurable, Achievable, Relevant, and Time-bound (SMART) goals proposed below contain measures related to individualized portfolio development and attainment of MVAs to support students’ long-term success. The SMART goals also contain outputs that research has identified as significant for student graduation and success after high school, including the percent of ninth-grade students on track and attendance.

Goals related to financial health and Board governance are also included below, as DeLaSalle remains committed to ensuring a healthy operational and financial status with a dedicated Board committed to the school’s mission and vision.

Goals for the next charter term (School Years 2025-26 through 2029-30).

Academic Success			
Category	Description	Status	Goal for SY 2025-26
Ninth Grade On-Track	Annually, 75% of the ninth-grade students will successfully be on-track to graduation (passing three-out-of-four core classes AND earning a	96.9% (Exceeding; SY2023-24)	75%

	minimum of five credit hours), including the summer term.		
Attendance	The average daily attendance for all students enrolled will be at least 80% in SY 2025-26 and 2026-27. This attendance number will rise by X% over the remaining three years of the contract.	84.7% (Exceeding; SY2023-24)	80%
Individualized Career and Academic Plan (ICAP)	80% of students will successfully develop an Individualized Career and Academic Plan (ICAP) that includes... YouScience Assessment results, transcript audits, X, Y, Z by the end of each school year.	N/A (new data)	N/A (new data)
Graduate Portfolio	80% of graduating seniors will successfully develop a Graduate Portfolio that includes eight defined elements and a capstone project by the end of their senior year.	N/A (new data)	N/A (new data)
Promotion	Annually, at least 75% of students will advance one full grade-level in a full academic year, including the summer term.	99% (Exceeding; 2023-24 SY)	75%
Graduation	Annually, 90% of students identified as seniors by credits will graduate within 12 months of the start of the August academic year.	97% (Exceeding; 2023-24 SY)	90%
Market Value Assets	The following students will acquire and/or graduate with at least one MVA: <ul style="list-style-type: none"> - At least 80% of students who enter DLS as first-time 9th-grade students; - At least 60% of students in the Credit Recovery Program; and - At least 20% of students in the Flipside Program. 	73.3% (Beginning; Freshman) 55.8% (Approaching; Credit Recovery) 0% (Below; Flipside Program)	80% (9 th graders) 60% (Credit Recovery) 20% (Flipside Program)
Flipside Program (MO Option)	Annually, at least 50% of Flipside Program students will complete the program and graduate with a high school diploma within 18 months of entering the program.	NEED FROM PHILLIP	50%

Commented [MG18R17]: a career interest survey, credit acquisition form, résumé, career/college goal sheet, State scores, industry credentials, and any recognitions or awards

Commented [MG17]: NEW GOAL for this charter term. ICAP AND Grad Portfolio as two separate measures?

Commented [MG19]: SS: I made this up... changes?

Commented [MG20]: Confirm?

Organizational and Financial Compliance			
Category	Description	Current Status	Goal for SY 2025-26
Fund Balance	DLS will have at least a 15% fund balance each year over the next contract term.	13% (Approaching)	15%
Cash on Hand	DeLaSalle will have at least 60 days cash on hand annually over the next contract term.	56 days (Approaching)	60 days
Board Governance	At least 80% of the DeLaSalle board members will attend 80% of the meetings in a fiscal year, as documented by board records.	75% (Approaching)	80%

***QUESTIONS FOR SEAN:**

1. We don't really discuss virtual-only students. We discuss virtual components of Credit Recovery and Flipside... do we need to address virtual-only students?
2. Do we want to mention anything about culture improvements?
3. Do we need to address the different schedule offered by DeLaSalle? Non-traditional school day – master schedule is different to allow for RWL opportunities (blocked off for RWL in 5th and 6th period (and also occurs during other times of the day)
4. Should we highlight your listening tour that was conducted? When did that occur? Who was involved? What did this lead to?