



KDE Comprehensive School Improvement Plan

Martin Luther King Jr. Elementary School
Christian County

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Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools. Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

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?

Martin Luther King, Jr. Elementary (MLK) School opened its door in August of 2007 following the merger of two elementary schools.

MLK is located in Christian County, Hopkinsville, Kentucky, just off the Martin Luther King, Jr. Way Bypass. MLK's student base is comprised of students from inner city neighborhoods, rural homes, four public housing areas, two trailer parks, Trilogy Center and other low socio-economic, culturally disadvantaged homes within the county.

Martin Luther King, Jr. Elementary serves students in preschool through fifth grade and is the largest elementary school in Christian County. Our student population of 797 students is very diverse representing thirty-seven percent Caucasian, forty-seven percent African American, seven percent Hispanic, and eight percent other. Our free/reduced figure is eighty-nine percent.

MLK employs a diverse faculty and staff of ninety employees to meet the needs of a diverse, multi-cultural population. We currently have 4 KTIP teachers and 10 teachers who have transferred from others schools in the district. Our SBDM hired an experienced principal in March 2014. She assumed the principal role on June 2, 2014.

MLK is ranked in the 43th percentile among Kentucky Schools. The school is now a High Progress Focus School.

MLK is has undergone a major transition with the addition of 6th grade.

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.

The vision of Martin Luther King, Jr. Elementary School is Empowering Successful Students. We believe every child can succeed and realize their dream. We are committed to leading all students to academic excellence and physical wellness for life-long learning and future success. At MLK we strive to give all students the opportunity to succeed by providing the support and tools that our students need for continuous improvement toward reaching proficiency.

At MLK we have a strong desire for school to be a positive experience for each person. Our teachers work to specialize in instruction that is research-based and data driven to address the diverse needs of our student population. Lessons are focused around individual student learning styles and are comprised of rigorous learning standards for all students. MLK provides services for English language learners, and gifted and talent students as well as extended time for learning where students are provided assistance to support learning needs. Specially designed instruction is offered for student who qualify as learning disabled or speech/language disabled. We provide many opportunities for our students to be involved in productive learning, which promotes intellect, physical, social, and emotional growth.

The needs of the school are identified through an on-going collaborative and reflective process focused on data. All members who serve on the planning and needs assessment team were organized to reflect all stakeholders of the school community. Needs are determined by collecting, disaggregating, and analyzing cognitive and non-cognitive data from KPREP, MAP, Kindergarten Brigance Screener, district benchmark tests, Scholastic Reading Inventory, and unit assessments. Goals and strategies are based upon best practices for literacy and mathematics to support performance standards in order to meet state accountability measures.

We are working to redefine our school culture to benefit our faculty/staff while providing our students with the foundation they need to not only be successful at MLK but as they transition to middle and high school and eventually, productive citizens of our community. We have spent a great deal of time and energy on refocusing our school-wide Positive Behavior System (PBS) as well as looking at our classroom procedures (CHAMPS). These incentives are helping us to bring our attention to our students and the basic procedures that help to stable our school environment and provide them with the tools and structure for success.

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.

Martin Luther King, Jr. Elementary School's goal is to have all of our students performing at the proficiency level or above. Over the last three years, MLK has focused on improving student skills for literacy and mathematics. We believe that reading ability is fundamental to academic success. If students are capable readers, they will be able to perform well across all academic areas.

A few of Martin Luther King, Jr. Elementary school's greatest achievements include:

*2011 MLK met 100% of overall AYP goals for NCLB and was no longer in Tier status.

*2011 MLK Academic Team had four students place in top four and advance to Regional Governor's Cup.

*2011 MLK boasts second and third place winners in District Speech Contest.

*2012 MLK boasts the first place winner in Performing Arts at 4-H District Contest.

*2012 three students placed first, second and third in the local in the Child Abuse Prevention Poster Contest as well as first and second place in the Child Abuse Prevention Poetry Contest.

*2012 MLK's STLP group was awarded "Gold School" Status

*2013 MLK has added a Future Problem Solving Team.

*2014 MLK improved to the 46 percentile among elementary schools in the state.

*2014 MLK met AMO and was labeled a High Progress School scoring in the top 10% of improvement.

Areas for future improvement:

*MLK is classified as a "Needs Improvement-Focus" school.

*MLK scores in all subject areas are below the district and state elementary averages.

*MLK has a large percentage of students scoring novice in all subject areas.

*MLK has several needs improvements on the Writing Program Review, thus affecting that score.

*MLK has very little parental involvement in decision making processes.

Additional Information

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

The CSIP will be posted to the school's website for review by all stakeholders.

Plan for KDE Comprehensive School Improvement Plan 2015-2016

Overview

Plan Name

Plan for KDE Comprehensive School Improvement Plan 2015-2016

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Transform the educational environment to meet the on-going demands of the 21st Century so that all students are engaged in a high-quality, equitable education and are prepared for community and global responsibilities.	Objectives: 1 Strategies: 7 Activities: 13	Organizational	\$5000
2	Increase the average combined reading and math proficient and Distinguished K-PREP scores for all students by 2016 as follows: MLK's students will increase from 34.0% to 42.6%.	Objectives: 1 Strategies: 3 Activities: 29	Organizational	\$440000
3	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 32.1% to 41.4%.	Objectives: 1 Strategies: 3 Activities: 8	Organizational	\$7000
4	Decrease the percentage of students novice in reading from 42.9% to 37% and math 29.8% to 26% by June 30, 2016. .	Objectives: 1 Strategies: 2 Activities: 4	Organizational	\$11000

Goal 1: Transform the educational environment to meet the on-going demands of the 21st Century so that all students are engaged in a high-quality, equitable education and are prepared for community and global responsibilities.

Measurable Objective 1:

collaborate to progress toward creating an educational culture of continuous growth through shared partnerships and responsibilities by 06/30/2016 as measured by TELL survey, PBIS data, and other survey data.

Strategy 1:

PBIS - MLK will engage teachers/staff in professional development to increase their knowledge of positive behavior support systems for students. This will create a safer school environment.

Category: Professional Learning & Support

Research Cited: DuFour & Marzano (2014) ; Ingersoll (2013), Jim Knight-Safe and Civil Schools

Activity - Home-School Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MLK will frequently communicate progress with parents of students in the multi-tiered behavior support system.	Behavioral Support Program	08/18/2015	05/27/2016	\$0	No Funding Required	Instructional and Behavior Coach, classroom teachers, principal
Activity - Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MLK will engage in professional learning to address student who exhibit physical aggression.	Behavioral Support Program	07/01/2015	06/30/2016	\$1000	Title I Part A	All staff members
Activity - PBIS Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MLK's PBIS Team will meet monthly to review discipline data, analyze the data, problem solve trends, and work to improve overall culture in the school.	Behavioral Support Program	07/01/2015	06/30/2016	\$3000	General Fund	Principal, PBIS team

Strategy 2:

Improve Working Conditions - Teacher leadership opportunities will be created to solve some of the problems/challenges that MLK faces.

Category: Human Capital Management

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Activity - Restructuring Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Restructuring Team (Teachers and Leadership) will meet to problem solve challenges for MLK.	Policy and Process	07/01/2015	06/30/2016	\$1000	General Fund	Grade Level representatives, Principal, Assistant Principals

Strategy 3:

TPGES - Utilize the TPGES Framework to increase the effectiveness of teachers.

Category: Teacher PGES

Research Cited: Charlotte Danielson (2011)

Activity - Professional Growth Goals	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collaborate with teachers to create professional growth goals based on self-reflections.	Professional Learning	08/17/2015	06/30/2016	\$0	No Funding Required	Teachers and Primary Evaluators

Activity - Student Growth Goals	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collaborate with teachers to create SMART goals for student growth using MAP and KPREP data.	Academic Support Program	08/17/2015	06/30/2016	\$0	No Funding Required	Teachers and Primary Evaluator

Activity - Classroom Observations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Conduct classroom observations in utilizing the Framework for Teaching Rubric.	Academic Support Program	08/17/2015	06/30/2016	\$0	No Funding Required	Principal and assistant principals

Strategy 4:

Professional Learning Communities - Professional Learning Community Meetings will be used to address academic, behavioral, teaching, and other issues.

Category: Professional Learning & Support

Research Cited: Dufor and Eaker

Activity - PLCs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Conduct weekly PLC meetings by grade level and monthly in vertical teams.	Professional Learning	08/17/2015	06/30/2016	\$0	No Funding Required	Principal, teachers, curriculum specialist, IBC

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Strategy 5:

Community Partnerships - Partner with community stakeholders to improve the educational program.

Category: Stakeholder Engagement

Research Cited: Ruby Payne, 2006

Activity - Community Partnerships	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Partner with the Pennyroyal Arts Council, Living Hope Baptist Church, First Baptist Church, Grace Episcopal Church, and community Challenge Houses to provide support for students and families.	Community Engagement	07/01/2015	06/30/2016	\$0	No Funding Required	Principal

Strategy 6:

Arts and Humanities/PLCS/World Language - Create strong arts and humanities, practical living/career studies, and world language programs to ensure an integration of skills across all content areas.

Category: Learning Systems

Research Cited: KDE, 2015

Activity - Wellness Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Create a school wellness committee to conduct a school needs assessment, create a wellness plan, and monitor the implementation of the plan.	Policy and Process, Other	07/01/2015	06/30/2016	\$0	No Funding Required	PE/Health Teacher, Principal

Activity - Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide additional planning for arts and humanities and PL/CS teachers to collaborate with core content teachers.	Other - Collaboration	08/17/2015	06/30/2016	\$0	No Funding Required	Principal, A&H, PL/CS teachers

Activity - World Language	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MLK will work with community members to provide students with world language experiences.	Community Engagement	07/01/2015	06/30/2016	\$0	No Funding Required	Principal, specials teachers, classroom teachers

Strategy 7:

College & Career Readiness - MLK will provide guidance for 6th grade students to assist them with being college and career ready.

Category: Career Readiness Pathways

Research Cited: Daggett (2011)

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Activity - Individual Learning Plans	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Individual Learning Plans will be created with 6th grade students as a tool for career planning and for tracking their progress throughout their secondary school experience.	Career Preparation/Orientation	08/18/2015	06/30/2016	\$0	No Funding Required	Guidance, principal, 6th grade teachers

Goal 2: Increase the average combined reading and math proficient and Distinguished K-PREP scores for all students by 2016 as follows: MLK's students will increase from 34.0% to 42.6%.

Measurable Objective 1:

demonstrate a proficiency of 42.6% of students reaching mastery of content by 06/30/2016 as measured by KPREP, MAP, SRI, and district benchmarks.

Strategy 1:

Writing Initiative - MLK will implement a school-wide writing initiative that will focus on writing in all content areas.

Category: Learning Systems

Activity - Writing Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-6 ELA teachers developed a comprehensive and rigorous writing plan targeting writing instruction in a combined effort to create proficient writers.	Academic Support Program	08/17/2015	05/27/2016	\$0	No Funding Required	Principal, IBC, Curriculum Specialist, Asst. Principal, Teachers

Activity - Analyze Student Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During PLCs, teams will review expectations for student writing. Student writing samples will be reviewed. Discussion will ensue about the percent of students not meeting, meeting, and exceeding expectations. Teachers will plan to adjust instruction based on the learning from this activity.	Academic Support Program	08/05/2014	05/22/2015	\$0	No Funding Required	Principal, IBC, Curriculum Specialists, Teachers, Asst. Principal

Strategy 2:

Literacy Initiative - MLK will implement a school-wide literacy initiative that include reading in all content areas.

Category: Learning Systems

Research Cited: Payne, Ruby (2004) Working with Parents; Shannon, G.S. & Bylsma, P. (2003) Nine Characteristics of High Performing Schools;

Activity - Foundations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Purchase, train, and implement the Foundations phonics program in all classes in grades K-2.	Academic Support Program	07/01/2015	06/30/2016	\$25000	Title I Part A	Principal, curriculum specialist, teachers (K-2)
Activity - Intervention Block	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Create a 60 minute intervention block. During this block, students, who receive academic support through pullouts, will go to their pullouts. Other students will be grouped based on data and receive re-teaching based on mastery of the standard. This allows students to receive intervention without missing core instruction.	Academic Support Program	09/01/2015	04/29/2016	\$140000	Title I Part A	RTI Teachers, Classroom Teachers, Curriculum Specialist, Principal
Activity - Reading in All Content Areas	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will read and write in all content areas (math, science, social studies, art, music, physical education). Writing samples will be collected and reviewed at the end of each 9 weeks.	Direct Instruction	08/01/2015	05/27/2016	\$0	No Funding Required	All core academic teachers
Activity - Literacy Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train K-6 teachers on literacy strategies for CCSS.	Professional Learning	08/01/2015	06/01/2016	\$1000	General Fund	Principal, IBC, Curriculum Specialist, Asst Principal
Activity - Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administer MAP to all K-6 students in the fall, winter, and spring. Administer SRI to 3-6 students 3 times per year.	Academic Support Program	09/01/2015	04/01/2016	\$0	District Funding	BAC, Principal, Teachers
Activity - Family Reading Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and staff will host a family literacy night for MLK families. Students will have the opportunity to read books and engage in a range of reading activities. Parents will have the opportunity to learn some strategies that they can use at home to help improve their child(ren) reading ability.	Parent Involvement	12/02/2015	12/02/2015	\$500	Other	Reading Committee
Activity - Reading Learning Checks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Create and administer learning checks 3 times per year for students in grades 3-6. Leadership will meet with teachers to discuss data. Teachers will create an action plan to address deficits in data.	Academic Support Program	11/01/2015	03/01/2016	\$500	General Fund	BAC, Guidance, Curriculum Specialist, IBC

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Activity - Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identify at risk students and provide after-school tutoring.	Tutoring	01/01/2016	05/06/2016	\$10000	Title I Part A	Principal, Curriculum Specialist, teachers
Activity - Data Disaggregation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School leadership and teachers will analyze student achievement by gap groups, relative to state, district and school assessments systems (KPREP, SRI, MAP, Read 180, System 44, Learning Checks).	Academic Support Program	07/01/2015	05/01/2016	\$0	Other	Teachers, Principal, Curriculum Specialist, IBC, BAC
Activity - Coaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional Behavior Coaches will provide job embedded professional development and individual coaching in the use of best practice, research based interventions, and the use of data to inform instruction.	Professional Learning	07/01/2015	06/01/2016	\$0	Other	IBC, Principal
Activity - Class Size Reduction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School leadership and SBDM Council will strengthen educational program effectiveness by increasing the number of teachers to decrease class sizes in grades K-6.	Class Size Reduction	08/17/2015	05/01/2016	\$120000	Title I Part A	Principal
Activity - Preschool Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School leadership and teachers will collaborate with early childhood community and parents of incoming Kindergarten students to share school readiness criteria. A Kindergarten teacher will serve on the Early Learning Leadership Network team	Academic Support Program	08/17/2015	06/01/2016	\$0	District Funding	Principal, Kindergarten, Preschool
Activity - Brigance Testing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will assess all Kindergarten students at school entry with the common state-wide screener (Brigance).	Academic Support Program	07/01/2015	09/01/2015	\$0	District Funding	Kindergarten teachers, guidance
Activity - Parent Communication of Academic Progress	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MLK will conduct parent-teacher conferences at the end of the 1st and 3rd 9 weeks. We will conduct home visits for as many students as possible.	Parent Involvement	08/01/2015	05/01/2016	\$1000	General Fund	Principal, teachers, curriculum specialists

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Activity - Technology Based Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use iPads, iPods, mini-laptops, and desktops to complete sessions using technology-based instruction (Moby Max, Study Island, iRead, Read180, System 44, Reading Eggs, Flocabulary, etc).	Technology	08/01/2015	06/01/2016	\$0	District Funding	Principal, IBC, Curriculum Specialist, Teachers
Activity - Monitoring of Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Leadership will monitor implementation of strategies through walkthroughs and fidelity checks. Data will be shared with the staff in charts and graphs without specific names. Adjustments will be made based on data collection.	Other - Monitoring and Evaluation	08/01/2015	06/30/2016	\$0	No Funding Required	Leadership Team

Strategy 3:

Math Initiative - MLK will implement a school-wide math curriculum (ENGAGE NY) to increase student achievement.

Category: Learning Systems

Activity - Family Math Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MLK will host Family Math Night to provide training for parents to know how to help their students at home with mathematics.	Parent Involvement	01/01/2016	01/31/2016	\$1000	Title I Part A	Math Vertical Team, Principal, Curriculum Specialist, IBC

Activity - Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administer MAP to all students K-6 in the fall, winter, and spring. Administer SMI to 2-6 grade students 3 times per year.	Academic Support Program	09/01/2015	04/01/2016	\$0	District Funding	DAC, BAC, classroom teachers, Principal

Activity - Learning Checks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Create and administer learning checks 3 times per year for students in Grades 3-6.	Academic Support Program	11/09/2015	05/01/2016	\$0	No Funding Required	Principal, BAC, Curriculum Specialist, IBC, Teachers

Activity - EngageNY Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Purchase and implement EngageNY Math Curriculum school-wide.	Academic Support Program	08/17/2015	06/01/2016	\$5000	Title I Part A	Principal, IBC, Curriculum Specialist, Assistant Principal, Teachers
Activity - Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identify At Risk students and provide after-school tutoring.	Tutoring, Academic Support Program	01/01/2015	05/01/2016	\$10000	Title I Part A	Principal, Curriculum Specialist, IBC, Tutors
Activity - Class Size Reduction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School Leadership and SBDM Council will strengthen educational program effectiveness by increasing the number of teachers to decrease class sizes in grade K-6.	Class Size Reduction, Academic Support Program	07/01/2015	06/01/2016	\$120000	Title I Part A	Principal, SBDM Committee
Activity - Everyday Calendar Counts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-2 Teachers will utilize Everyday Calendar Counts daily through the use of manipulative and the Smart Board.	Academic Support Program	08/01/2015	05/01/2016	\$500	General Fund	Classroom Teachers
Activity - Data Disaggregation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School leadership and teachers will analyze student achievement by gap groups, relative to state, district and school assessments systems (KPREP, SRI, MAP, Read 180, System 44, Learning Checks).	Academic Support Program	08/01/2015	06/01/2016	\$500	General Fund	All certified staff members
Activity - Technology Based Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use iPads, iPods, mini-laptops, and desktops to complete sessions using technology-based instruction (Moby Max, Study Island, iRead, System 44, Read 180, Reading Eggs, Accelerated Reader, etc.).	Technology	08/01/2015	05/01/2016	\$0	District Funding	Principal, Teachers, Curriculum Specialist, IBC, Assistant Principals, STA
Activity - Math Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Seek and provide professional learning for teachers on best practices for the CCSS.	Professional Learning	07/01/2015	06/30/2016	\$5000	Title I Part A	Principal, Teachers, Curriculum Specialist, IBC
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Activity - Monitoring and Evaluation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Leadership will monitor implementation of strategies through walkthroughs and fidelity checks. Data will be shared with the staff in charts and graphs without specific names. Adjustments will be made based on data collection.	Other - Monitoring and Evaluation	08/01/2015	06/30/2016	\$0	No Funding Required	Leadership Team

Goal 3: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 32.1% to 41.4%.

Measurable Objective 1:

collaborate to increase the percent of students in the non-duplicated gap group performing proficient and distinguished in reading and mathematics by 06/30/2016 as measured by KPREP, MAP, SRI, and district benchmarks.

Strategy 1:

Data Driven Decision Making - MLK will use data to make decisions about the types of support needed for individual students and groups of students.

Category: Professional Learning & Support

Research Cited: RAND Education (2006)

Activity - Data Room	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Create and use a data room with individual student data in reading and math in Grades K-6.	Academic Support Program	08/01/2015	06/30/2016	\$1500	General Fund	Principal, assistant principals, curriculum specialist, IBC

Activity - Student Data Binders	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Create and use student data binders. Leading up to student-led conferences.	Academic Support Program	08/17/2015	06/30/2016	\$5000	Title I Part A	Classroom teachers

Activity - Monthly RTI Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Conduct monthly RTI meetings to address the needs of students in academic and behavioral interventions.	Behavioral Support Program, Professional Learning, Academic Support Program	08/17/2015	06/30/2016	\$0	Other	RTI Team, Principal, Teachers
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Strategy 2:

Effective Instruction - Teachers will learn and embed research-based (best practices) into reading and math core instruction.

Category: Learning Systems

Research Cited: Knight (2012); Hattie (2012)

Activity - High Impact Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train and implement the Big 4 from High Impact Instruction.	Professional Learning	07/01/2015	06/30/2016	\$0	District Funding	Principal, IBC, High Impact Team

Activity - Monitoring of Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will conduct classroom observations and provide feedback to teachers regarding instruction.	Professional Learning	08/17/2015	05/28/2016	\$0	No Funding Required	Administration

Strategy 3:

Response-to-Intervention - MLK will provide intervention through a multi-tiered system to identify and support struggling students in academics (reading and math) and behavior.

Category: Learning Systems

Research Cited: Center for Response to Intervention (2012)

Activity - Technology-Based Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase and provide technology-based interventions (Read180, System 44, Study Island, Moby Max, Reading Eggs, Flocabulary).	Academic Support Program	08/01/2015	05/28/2016	\$0	District Funding	Principal, assistant principal, teachers

Activity - Intervention Block	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Create a school-wide intervention block. Provide reteach and enrich for identified groups.	Academic Support Program	08/17/2015	05/28/2016	\$500	General Fund	Principal, classroom teachers, curriculum specialist, IBC, intervention teachers
Activity - Parent Communication of Academic Progress	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Create and send home progress monitoring reports.	Parent Involvement, Behavioral Support Program, Academic Support Program	08/17/2015	06/30/2016	\$0	No Funding Required	Intervention teachers

Goal 4: Decrease the percentage of students novice in reading from 42.9% to 37% and math 29.8% to 26% by June 30, 2016. .

Measurable Objective 1:

collaborate to reduce the percent of special education, free/reduced lunch, and African American Male novice readers by 12.5%. by 06/30/2016 as measured by KPREP, MAP, SRI, and district benchmarks.

Strategy 1:

Tailored Intervention - Provided tailored intervention for students in each gap group.

Category: Learning Systems

Research Cited: Center for Response-to-Intervention

Activity - System 44	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement System 44 for special education students meeting qualifications.	Academic Support Program	10/01/2015	05/21/2016	\$0	District Funding	Principal, curriculum specialist, special education teachers

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Activity - Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide tutoring for students in non-duplicated gap groups.	Academic Support Program	01/01/2016	05/06/2016	\$10000	Title I Part A	Principal, tutors, curriculum specialist
Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During PLCs, teachers will monitor student data and create action plans.	Professional Learning, Academic Support Program	08/17/2015	06/30/2016	\$0	No Funding Required	Principal, IBC, Curriculum specialist

Strategy 2:

Parent Communication of Academic Progress - Conduct parent-teacher conferences with 100% of parents. Keep parents informed of student progress.

Category: Other - Parent Involvement

Research Cited: Ruby Payne (2008)

Activity - Parent Communication of Academic Progress	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Conduct parent-teacher conferences with 100% of parents notify them of student progress.	Parent Involvement	08/17/2015	05/21/2016	\$1000	General Fund	Principal, curriculum specialist, teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Assessment	Administer MAP to all K-6 students in the fall, winter, and spring. Administer SRI to 3-6 students 3 times per year.	Academic Support Program	09/01/2015	04/01/2016	\$0	BAC, Principal, Teachers
High Impact Instruction	Train and implement the Big 4 from High Impact Instruction.	Professional Learning	07/01/2015	06/30/2016	\$0	Principal, IBC, High Impact Team
Technology Based Instruction	Students will use iPads, iPods, mini-laptops, and desktops to complete sessions using technology-based instruction (Moby Max, Study Island, iRead, Read180, System 44, Reading Eggs, Flocabulary, etc).	Technology	08/01/2015	06/01/2016	\$0	Principal, IBC, Curriculum Specialist, Teachers
Assessment	Administer MAP to all students K-6 in the fall, winter, and spring. Administer SMI to 2-6 grade students 3 times per year.	Academic Support Program	09/01/2015	04/01/2016	\$0	DAC, BAC, classroom teachers, Principal
System 44	Implement System 44 for special education students meeting qualifications.	Academic Support Program	10/01/2015	05/21/2016	\$0	Principal, curriculum specialist, special education teachers
Brigance Testing	Teachers will assess all Kindergarten students at school entry with the common state-wide screener (Brigance).	Academic Support Program	07/01/2015	09/01/2015	\$0	Kindergarten teachers, guidance
Preschool Collaboration	School leadership and teachers will collaborate with early childhood community and parents of incoming Kindergarten students to share school readiness criteria. A Kindergarten teacher will serve on the Early Learning Leadership Network team	Academic Support Program	08/17/2015	06/01/2016	\$0	Principal, Kindergarten, Preschool
Technology-Based Interventions	Purchase and provide technology-based interventions (Read180, System 44, Study Island, Moby Max, Reading Eggs, Flocabulary).	Academic Support Program	08/01/2015	05/28/2016	\$0	Principal, assistant principal, teachers

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Technology Based Instruction	Students will use iPads, iPods, mini-laptops, and desktops to complete sessions using technology-based instruction (Moby Max, Study Island, iRead, System 44, Read 180, Reading Eggs, Accelerated Reader, etc.).	Technology	08/01/2015	05/01/2016	\$0	Principal, Teachers, Curriculum Specialist, IBC, Assistant Principals, STA
Total					\$0	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Student Data Binders	Create and use student data binders. Leading up to student-led conferences.	Academic Support Program	08/17/2015	06/30/2016	\$5000	Classroom teachers
Class Size Reduction	School leadership and SBDM Council will strengthen educational program effectiveness by increasing the number of teachers to decrease class sizes in grades K-6.	Class Size Reduction	08/17/2015	05/01/2016	\$120000	Principal
Tutoring	Identify At Risk students and provide after-school tutoring.	Tutoring, Academic Support Program	01/01/2015	05/01/2016	\$10000	Principal, Curriculum Specialist, IBC, Tutors
Family Math Night	MLK will host Family Math Night to provide training for parents to know how to help their students at home with mathematics.	Parent Involvement	01/01/2016	01/31/2016	\$1000	Math Vertical Team, Principal, Curriculum Specialist, IBC
Tutoring	Identify at risk students and provide after-school tutoring.	Tutoring	01/01/2016	05/06/2016	\$10000	Principal, Curriculum Specialist, teachers
Foundations	Purchase, train, and implement the Foundations phonics program in all classes in grades K-2.	Academic Support Program	07/01/2015	06/30/2016	\$25000	Principal, curriculum specialist, teachers (K-2)
Class Size Reduction	School Leadership and SBDM Council will strengthen educational program effectiveness by increasing the number of teachers to decrease class sizes in grade K-6.	Class Size Reduction, Academic Support Program	07/01/2015	06/01/2016	\$120000	Principal, SBDM Committee
Professional Learning	MLK will engage in professional learning to address student who exhibit physical aggression.	Behavioral Support Program	07/01/2015	06/30/2016	\$1000	All staff members

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Tutoring	Provide tutoring for students in non-duplicated gap groups.	Academic Support Program	01/01/2016	05/06/2016	\$10000	Principal, tutors, curriculum specialist
Math Professional Learning	Seek and provide professional learning for teachers on best practices for the CCSS.	Professional Learning	07/01/2015	06/30/2016	\$5000	Principal, Teachers, Curriculum Specialist, IBC
EngageNY Curriculum	Purchase and implement EngageNY Math Curriculum school-wide.	Academic Support Program	08/17/2015	06/01/2016	\$5000	Principal, IBC, Curriculum Specialist, Assistant Principal, Teachers
Intervention Block	Create a 60 minute intervention block. During this block, students, who receive academic support through pullouts, will go to their pullouts. Other students will be grouped based on data and receive re-teaching based on mastery of the standard. This allows students to receive intervention without missing core instruction.	Academic Support Program	09/01/2015	04/29/2016	\$140000	RTI Teachers, Classroom Teachers, Curriculum Specialist, Principal
					Total	\$452000

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Parent Communication of Academic Progress	Conduct parent-teacher conferences with 100% of parents notify them of student progress.	Parent Involvement	08/17/2015	05/21/2016	\$1000	Principal, curriculum specialist, teachers
Literacy Training	Train K-6 teachers on literacy strategies for CCSS.	Professional Learning	08/01/2015	06/01/2016	\$1000	Principal, IBC, Curriculum Specialist, Asst Principal
Reading Learning Checks	Create and administer learning checks 3 times per year for students in grades 3-6. Leadership will meet with teachers to discuss data. Teachers will create an action plan to address deficits in data.	Academic Support Program	11/01/2015	03/01/2016	\$500	BAC, Guidance, Curriculum Specialist, IBC
Data Room	Create and use a data room with individual student data in reading and math in Grades K-6.	Academic Support Program	08/01/2015	06/30/2016	\$1500	Principal, assistant principals, curriculum specialist, IBC

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Data Disaggregation	School leadership and teachers will analyze student achievement by gap groups, relative to state, district and school assessments systems (KPREP, SRI, MAP, Read 180, System 44, Learning Checks).	Academic Support Program	08/01/2015	06/01/2016	\$500	All certified staff members
PBIS Team	MLK's PBIS Team will meet monthly to review discipline data, analyze the data, problem solve trends, and work to improve overall culture in the school.	Behavioral Support Program	07/01/2015	06/30/2016	\$3000	Principal, PBIS team
Parent Communication of Academic Progress	MLK will conduct parent-teacher conferences at the end of the 1st and 3rd 9 weeks. We will conduct home visits for as many students as possible.	Parent Involvement	08/01/2015	05/01/2016	\$1000	Principal, teachers, curriculum specialists
Intervention Block	Create a school-wide intervention block. Provide reteach and enrich for identified groups.	Academic Support Program	08/17/2015	05/28/2016	\$500	Principal, classroom teachers, curriculum specialist, IBC, intervention teachers
Everyday Calendar Counts	K-2 Teachers will utilize Everyday Calendar Counts daily through the use of manipulative and the Smart Board.	Academic Support Program	08/01/2015	05/01/2016	\$500	Classroom Teachers
Restructuring Team	The Restructuring Team (Teachers and Leadership) will meet to problem solve challenges for MLK.	Policy and Process	07/01/2015	06/30/2016	\$1000	Grade Level representatives, Principal, Assistant Principals
Total					\$10500	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Parent Communication of Academic Progress	Create and send home progress monitoring reports.	Parent Involvement, Behavioral Support Program, Academic Support Program	08/17/2015	06/30/2016	\$0	Intervention teachers
Classroom Observations	Conduct classroom observations in utilizing the Framework for Teaching Rubric.	Academic Support Program	08/17/2015	06/30/2016	\$0	Principal and assistant principals

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World Language	MLK will work with community members to provide students with world language experiences.	Community Engagement	07/01/2015	06/30/2016	\$0	Principal, specials teachers, classroom teachers
Analyze Student Writing	During PLCs, teams will review expectations for student writing. Student writing samples will be reviewed. Discussion will ensue about the percent of students not meeting, meeting, and exceeding expectations. Teachers will plan to adjust instruction based on the learning from this activity.	Academic Support Program	08/05/2014	05/22/2015	\$0	Principal, IBC, Curriculum Specialists, Teachers, Asst. Principal
Writing Plan	K-6 ELA teachers developed a comprehensive and rigorous writing plan targeting writing instruction in a combined effort to create proficient writers.	Academic Support Program	08/17/2015	05/27/2016	\$0	Principal, IBC, Curriculum Specialist, Asst. Principal, Teachers
Individual Learning Plans	Individual Learning Plans will be created with 6th grade students as a tool for career planning and for tracking their progress throughout their secondary school experience.	Career Preparation/Orientation	08/18/2015	06/30/2016	\$0	Guidance, principal, 6th grade teachers
PLCs	Conduct weekly PLC meetings by grade level and monthly in vertical teams.	Professional Learning	08/17/2015	06/30/2016	\$0	Principal, teachers, curriculum specialist, IBC
Learning Checks	Create and administer learning checks 3 times per year for students in Grades 3-6.	Academic Support Program	11/09/2015	05/01/2016	\$0	Principal, BAC, Curriculum Specialist, IBC, Teachers
Reading in All Content Areas	Students will read and write in all content areas (math, science, social studies, art, music, physical education). Writing samples will be collected and reviewed at the end of each 9 weeks.	Direct Instruction	08/01/2015	05/27/2016	\$0	All core academic teachers
Progress Monitoring	During PLCs, teachers will monitor student data and create action plans.	Professional Learning, Academic Support Program	08/17/2015	06/30/2016	\$0	Principal, IBC, Curriculum specialist
Professional Growth Goals	Collaborate with teachers to create professional growth goals based on self-reflections.	Professional Learning	08/17/2015	06/30/2016	\$0	Teachers and Primary Evaluators
Wellness Committee	Create a school wellness committee to conduct a school needs assessment, create a wellness plan, and monitor the implementation of the plan.	Policy and Process, Other	07/01/2015	06/30/2016	\$0	PE/Health Teacher, Principal

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Monitoring and Evaluation	Leadership will monitor implementation of strategies through walkthroughs and fidelity checks. Data will be shared with the staff in charts and graphs without specific names. Adjustments will be made based on data collection.	Other - Monitoring and Evaluation	08/01/2015	06/30/2016	\$0	Leadership Team
Home-School Communication	MLK will frequently communicate progress with parents of students in the multi-tiered behavior support system.	Behavioral Support Program	08/18/2015	05/27/2016	\$0	Instructional and Behavior Coach, classroom teachers, principal
Student Growth Goals	Collaborate with teachers to create SMART goals for student growth using MAP and KPREP data.	Academic Support Program	08/17/2015	06/30/2016	\$0	Teachers and Primary Evaluator
Community Partnerships	Partner with the Pennyroyal Arts Council, Living Hope Baptist Church, First Baptist Church, Grace Episcopal Church, and community Challenge Houses to provide support for students and families.	Community Engagement	07/01/2015	06/30/2016	\$0	Principal
Planning	Provide additional planning for arts and humanities and PL/CS teachers to collaborate with core content teachers.	Other - Collaboration	08/17/2015	06/30/2016	\$0	Principal, A&H, PL/CS teachers
Monitoring of Instruction	Administration will conduct classroom observations and provide feedback to teachers regarding instruction.	Professional Learning	08/17/2015	05/28/2016	\$0	Administration
Monitoring of Instruction	Leadership will monitor implementation of strategies through walkthroughs and fidelity checks. Data will be shared with the staff in charts and graphs without specific names. Adjustments will be made based on data collection.	Other - Monitoring and Evaluation	08/01/2015	06/30/2016	\$0	Leadership Team
Total					\$0	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Monthly RTI Meetings	Conduct monthly RTI meetings to address the needs of students in academic and behavioral interventions.	Behavioral Support Program, Professional Learning, Academic Support Program	08/17/2015	06/30/2016	\$0	RTI Team, Principal, Teachers
Family Reading Night	Teachers and staff will host a family literacy night for MLK families. Students will have the opportunity to read books and engage in a range of reading activities. Parents will have the opportunity to learn some strategies that they can use at home to help improve their child(ren) reading ability.	Parent Involvement	12/02/2015	12/02/2015	\$500	Reading Committee

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Data Disaggregation	School leadership and teachers will analyze student achievement by gap groups, relative to state, district and school assessments systems (KPREP, SRI, MAP, Read 180, System 44, Learning Checks).	Academic Support Program	07/01/2015	05/01/2016	\$0	Teachers, Principal, Curriculum Specialist, IBC, BAC
Coaching	Instructional Behavior Coaches will provide job embedded professional development and individual coaching in the use of best practice, research based interventions, and the use of data to inform instruction.	Professional Learning	07/01/2015	06/01/2016	\$0	IBC, Principal
Total					\$500	

Phase I - KDE Needs Assessment

Introduction

The purpose of the School Needs Assessment is to use data and information to prioritize allocation of resources and activities.

Data Analysis

What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you?

What does the data/information not tell you?

The questions that we are trying to answer with the data that is available are as follows:

1. What percentage of students are proficient or distinguished in reading, math, writing, and social studies?
2. How are our gap groups performing in comparison to non-gap group students?
3. Are we growing our students?
4. Are we meeting our delivery targets in all areas? If not, are we moving toward them?
5. Are there barriers that are preventing students from learning?
6. Are we reducing the number of novice students in all areas?

After reviewing our data, the finds are as follows:

1. MLK increased the percent of proficient students in all areas.
2. MLK increase the percent of students meeting growth.
3. MLK moved from the 9th percentile to the 43rd percentile. The district is in the 59th percentile.
4. The percent of novice students in 4th and 5th grade reading was reduced slightly. The percent of novice students in 3rd grade increased by 10%.
5. The district's elementary achievement average is 19.3. MLK's achievement score is 16.1 and increase of 2%.
6. The district's elementary gap average is 12.7. MLK's is 10.5.
7. 42.9% of the students at MLK scored in the novice range in reading (3rd Grade (56%); 4th Grade (39%); 5th Grade (36%).
8. 29% of the students at MLK scored in the novice range in math (3rd Grade (33%); 4th Grade (36%); 5th Grade (15%).
9. In reading, 35% of the total students tested scored proficient or above, which is an increase of 5%.
10. In math, 32% of the total students tested scored proficient or above, which is an increase of about 6%.
11. In writing, 12% of the total students tested scored proficient or above.
12. In social studies, 39% of students tested scored proficient or above, which is an increase of 21%.
13. 56% of our students met growth in reading (10% increase); 62.4% met growth in math(which is a 34% increase); 38% met growth in reading and math (21% increase)
14. Discipline data shows that MLK reduced student referrals by 300. However, the number one offense was physical aggression.
15. TELL survey data shows that more teachers feel that our school is a safe place to work and learn (31% increase).
16. TELL survey data shows that more teachers feel that students in our school follow the rules. Increase from 8.9% agree to 52.7%.

Areas of Strengths

What were the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?

We have made great strides all around. Growth was significant for us. We increased students meeting growth by double digits. Math is also a strength for MLK. We made the greatest gains in math.

We will sustain these achievements by fully implementing EngageNY Math, increasing teacher effectiveness, implementing research-based strategies for all subjects. .

The PBIS Initiative is well underway, thus helping to reduce referrals by 300. Our PBIS Team in conjunction with administration works diligently to continue our efforts to ensure that our school is a safe place to work and learn.

Opportunities for Improvement

What were areas in need of improvement? What plans are you making to improve the areas of need?

1. Opportunities for improvement include reducing the percent of novice students we have in all areas, but specifically reading.
2. Increasing the percent of special education, males, African American students who are proficient and distinguished.
3. Continuing to improve core instruction by implementing High Impact/Hinge Point Strategies
4. Monitoring individual student data and providing intervention when they struggle
5. Engaging staff in meaningful professional development for student success

Conclusion

Reflect on your answers provided in the previous sections. What are your next steps in addressing areas of concern?

We are starting to reap what we have sown. Our good works are starting to reveal themselves in our data. We will continue to strive to be better each day. Our goal is to not be a Focus School next year. Additionally, we would like to be a PROFICIENT school.

KDE Compliance and Accountability - Schools

Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools.

Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

Planning and Accountability Requirements

The school has identified specific strategies to address areas for improvement identified in the TELLKY Survey results.

Goal 1:

Transform the educational environment to meet the ongoing demands of the 21st Century learning so that all students are engaged in a high quality, equitable education and are prepared for community and global responsibilities.

Measurable Objective 1:

collaborate to measure progress toward creating an educational culture of continuous growth through shared partnerships and responsibilities by 06/30/2015 as measured by TELL survey, PBIS data, and other survey data.

Strategy1:

Improving Working Conditions - 2012 TELL Survey results indicated teachers desire time to collaborate with colleagues. Teachers at Martin Luther King, Jr. Elementary School will meet in weekly Professional Learning Communities during a common planning period and will follow the District guidance document based on the DuFour model for PLCs.

Category: Professional Learning & Support

Research Cited: DuFour & Marzano (2014) ; Ingersoll (2013)

Activity - Common Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hire an additional specials teacher (Computer) to allow teams to have common planning time 5 days a week.	Professional Learning	08/05/2014	06/30/2015	\$60000 - Title I Part A	Principal

Activity - Classroom Management Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Leslie Flat from the WKEC conducted classroom management training on 11-11-14. Classroom visits and coaching will occur in the spring.	Professional Learning	08/18/2014	06/30/2015	\$0 - No Funding Required	Principal, Curriculum Specialist, Instructional Behavioral Coach, WKEC

Activity - Create PBIS Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Create PBIS Committee and support their work in problem solving classroom management and individual behavior concerns.	Behavioral Support Program	08/05/2014	06/30/2015	\$0 - No Funding Required	PBIS Team

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Activity - School-Wide PBIS Initiative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement school-wide PBIS strategies (Pride Bucks, Pride Store, Monthly Block Parties)	Behavioral Support Program	08/05/2014	06/30/2015	\$10000 - Other	PBIS Committee

The school identified specific strategies to increase the average combined reading and math K-Prep proficiency scores.

Goal 1:

All students at Martin Luther King, Jr. Elementary School will become proficient in content standards.

Measurable Objective 1:

demonstrate a proficiency where 66.1% of all students will master content standards in Social Studies by 06/30/2015 as measured by KPREP.

Strategy1:

Progress Monitoring - Leadership and Teachers will monitor student progress through assessments.

Category: Learning Systems

Research Cited:

Activity - Social Studies Learning Checks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Create and administer learning checks 3 times per year. Leadership will meet with teachers to discuss data. Teachers will create an action plan to address deficits in data.	Academic Support Program	08/05/2014	06/30/2015	\$1000 - General Fund	Principal, IBC, Curriculum Specialist, Asst. Principal

Strategy2:

Implement Social Studies Curriculum - Teachers will teach using the KCAS Social Studies Curriculum.

Category: Learning Systems

Research Cited:

Activity - History Alive	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The teacher will implement the History Alive curriculum to deliver Social Studies lessons.	Academic Support Program	08/05/2014	05/22/2015	\$10000 - Title I Part A	Principal, IBC, Curriculum Specialist, Social Studies Teacher

Strategy3:

Professional Learning - Teachers will engage in professional learning opportunities to better understand the new KY Social Studies Standards and best practices for teaching them.

Category: Professional Learning & Support

Research Cited:

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Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will engage in professional learning focused on the new standards and best teaching strategies for these standards.	Professional Learning	08/05/2014	06/30/2015	\$300 - General Fund	Principal, IBC, Curriculum Specialist, Social studies teachers

Strategy4:

Monitoring and Evaluation - Leadership will use a variety of strategies to monitor and evaluate progress on goals.

Category: Continuous Improvement

Research Cited:

Activity - Monitoring of Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Leadership will monitor implementation of strategies through walkthroughs and fidelity checks. Data will be shared with the staff in charts and graphs without specific names. Adjustments will be made based on data gathered.	Policy and Process	08/05/2014	06/30/2015	\$0 - No Funding Required	Principal, Asst Principal, IBC, Curriculum Specialist

Measurable Objective 2:

collaborate to develop professional knowledge of Next Generation assessments by 06/30/2015 as measured by performance expectations at each grade level.

Strategy1:

Monitoring and Evaluation - Leadership will use a variety of strategies to monitor and evaluate progress on goals.

Category: Continuous Improvement

Research Cited:

Activity - Monitoring of Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Leadership will monitor implementation of strategies through walkthroughs and fidelity checks. Data will be shared with the staff in charts and graphs without specific names. Adjustments will be made based on data gathered.	Policy and Process	08/05/2014	06/30/2015	\$0 - No Funding Required	Principal, Asst Principal, IBC, Curriculum Specialist

Strategy2:

Instructional Delivery - Teachers will use high yield/high impact strategies to deliver instruction for the NGSS.

Category: Learning Systems

Research Cited:

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Activity - Instructional Delivery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use high yield/high impact strategies when designing lessons aligned to the NGSS.	Academic Support Program	08/05/2014	06/30/2015	\$0 - No Funding Required	Science Teachers, IBC, Curriculum Specialists

Strategy3:

Science Professional Learning - Teachers will engage in professional learning to better understand the Next Generation Science Standards and best practices for teaching them.

Category: Professional Learning & Support

Research Cited:

Activity - NGSS Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend professional learning offered by the district and/or the state on the NGSS.	Professional Learning	08/05/2014	06/30/2015	\$500 - General Fund	Science teachers, IBC, Curriculum Specialist

Activity - PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will engage in PLCs that address the NGSS and how to teach and assess them.	Professional Learning	08/05/2014	06/30/2015	\$500 - General Fund	IBC, Curriculum Specialist, Science Teachers

Measurable Objective 3:

demonstrate a proficiency of 50.3% students in mastering content standards in Reading by 06/30/2015 as measured by KPREP and monitored by MAP, district benchmarks and interim assessments..

Strategy1:

School Readiness and Early Learning - School Readiness means that each child enters a school ready to engage in and benefit from early learning experiences that best promote the child's success.

Category: Early Learning

Research Cited:

Activity - Brigance Testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will assess all Kindergarten students at school entry with the common state-wide screener (Brigance).	Academic Support Program	07/01/2014	09/30/2014	\$0 - District Funding	BAC, Kindergarten Teachers, Principal

Activity - Pre-School Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School leadership and teachers will collaborate with early childhood community and parents of incoming Kindergarten students to share school readiness criteria. A Kindergarten teacher will serve on the Early Learning Leadership Network team.	Policy and Process	08/05/2014	06/30/2015	\$0 - District Funding	Preschool teachers, Kindergarten Teacher

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Strategy2:

Monitoring and Evaluation - Leadership will use a variety of strategies to monitor and evaluate progress on goals.

Category: Continuous Improvement

Research Cited:

Activity - Monitoring of Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Leadership will monitor implementation of strategies through walkthroughs and fidelity checks. Data will be shared with the staff in charts and graphs without specific names. Adjustments will be made based on data gathered.	Policy and Process	08/05/2014	06/30/2015	\$0 - No Funding Required	Principal, Asst Principal, IBC, Curriculum Specialist

Strategy3:

Literacy Initiative - MLK will implement a school-wide literacy initiative that include reading in all content areas.

Category: Learning Systems

Research Cited: Payne, Ruby (2004) Working with Parents; Shannon, G.S. & Bylsma, P. (2003) Nine Characteristics of High Performing Schools;

Activity - Coaching and Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional Behavior Coaches will provide job embedded professional development and individual coaching in the use of best practice, research based interventions, and the use of data to inform instruction.	Professional Learning	08/05/2014	06/30/2015	\$0 - District Funding	IBC, Teachers

Activity - Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administer MAP to all K-5 students in the fall, winter, and spring. Administer SRI to 3-5 students 3 times per year.	Academic Support Program	08/05/2014	06/30/2015	\$0 - District Funding	DAC and BAC

Activity - Family Reading Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and staff will host a family literacy night for MLK families. Students will have the opportunity to read books, have books read to them, make crafts by reading recipes, receive a free book, complete a session of their reading intervention program, etc.	Parent Involvement	11/13/2014	11/13/2014	\$500 - Title I Part A	Principal, asst principal, curriculum specialist, IBC, teachers, FRYSC

Activity - Home Visits/Parent Conferences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
MLK will conduct parent-teacher conferences at the end of the 1st and 3rd 9 weeks. We will conduct home visits for as many students as possible.	Parent Involvement	08/05/2014	06/30/2015	\$1000 - General Fund	All MLK staf members

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Martin Luther King Jr. Elementary School

Activity - Literacy Across Content Areas	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will read and write in all content areas (math, science, social studies, art, music, physical education). Writing samples will be collected and reviewed at the end of each 9 weeks.	Academic Support Program	08/05/2014	06/30/2015	\$200 - General Fund	Principal, Asst Principal, IBC, Curriculum Specialist, Teachers

Activity - Student Data Binders	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Create data notebooks for students in grades 4 and 5 to set goals and track their progress.	Academic Support Program	11/01/2014	06/30/2015	\$5000 - Title I Part A	Principal, IBC, Asst. Principal, 4th and 5th grade teachers

Activity - Class Size Reduction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School leadership and SBDM Council will strengthen educational program effectiveness by increasing the number of teachers to decrease class sizes in grades K-5.	Class Size Reduction	08/05/2014	06/30/2015	\$325000 - Title I Part A \$0 - Title I Part A	Principal, SBDM Committee

Activity - Reading Learning Checks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Create and administer learning checks 3 times per year for students in grades 3-5. Leadership will meet with teachers to discuss data. Teachers will create an action plan to address deficits in data.	Academic Support Program	08/05/2014	06/30/2015	\$1000 - Grant Funds	Principal, asst principal, IBC

Activity - Literacy Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train K-5 teachers on literacy strategies for CCSS.	Academic Support Program	08/05/2014	06/30/2015	\$0 - No Funding Required	Principal, IBC, Curriculum Specialist, Asst Principal

Activity - Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify at risk students and provide after-school tutoring.	Academic Support Program	01/05/2015	05/01/2015	\$20000 - Title I Part A	Principal, IBC, Curriculum Specialist, Teachers

Activity - Feedback and Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School leadership will conduct routine classroom walkthroughs and provide feedback to specific individuals and determine school trends and effectiveness of core instruction.	Policy and Process	08/05/2014	06/30/2015	\$0 - No Funding Required	Principal, Assistant Principal, IBC

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Activity - PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Create, plan, and conduct PLCs on best practices for effective reading instruction.	Professional Learning	08/05/2014	06/30/2015	\$0 - General Fund	Principal, Asst Principal, Teachers, IBC, Curriculum Specialist

Activity - Teacher Training on Effective Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained in John Hattie's Hinge Point Strategies and Marzano's High Yield Strategies.	Professional Learning	08/01/2014	06/30/2015	\$500 - General Fund	Principal, IBC, Curriculum Specialist, Asst. Principal

Activity - Data Disaggregation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School leadership and teachers will analyze student achievement by gap groups, relative to state, district and school assessments systems (KPREP, SRI, MAP, Read 180, System 44, Learning Checks)	Academic Support Program	08/05/2014	06/30/2015	\$5000 - General Fund	Principal, IBC, Curriculum Specialist, Asst. Principal, Teachers

Measurable Objective 4:

demonstrate a proficiency where 48.8% of all students will master content standards in Writing by 06/30/2015 as measured by KPREP.

Strategy1:

Monitoring and Evaluation - Leadership will use a variety of strategies to monitor and evaluate progress on goals.

Category: Continuous Improvement

Research Cited:

Activity - Monitoring of Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Leadership will monitor implementation of strategies through walkthroughs and fidelity checks. Data will be shared with the staff in charts and graphs without specific names. Adjustments will be made based on data gathered.	Policy and Process	08/05/2014	06/30/2015	\$0 - No Funding Required	Principal, Asst Principal, IBC, Curriculum Specialist

Strategy2:

Writing Across Content Areas - Teachers will support writing standards through their content areas.

Category: Learning Systems

Research Cited:

Activity - Attend Abell Writing Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend the Abell Writing Training	Professional Learning	08/05/2014	06/30/2015	\$0 - District Funding	Teachers, Principal, IBC, Curriculum Specialists

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Activity - Analyze Student Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In a PLC setting, leadership and teachers will review student writing samples to determine if they are meeting the standard. Teachers will adjust teaching based on the outcome of the analysis.	Professional Learning	08/05/2014	06/30/2015	\$0 - No Funding Required	Principal, IBC, Curriculum Specialist, Teachers

Activity - Writing Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-5 ELA teachers developed a comprehensive and rigorous writing plan targeting writing instruction in a combined effort to create proficient writers.	Academic Support Program	08/05/2014	05/22/2015	\$500 - General Fund	Principal, IBC, Curriculum Specialist, Asst. Principal, Teachers

Activity - Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify at risk students and provide after-school tutoring.	Tutoring	01/05/2015	05/01/2015	\$20000 - Title I Part A	Principal, IBC, Curriculum Specialist, Asst Principal, Teachers

Measurable Objective 5:

demonstrate a proficiency where 49.7% of all students will master content standards in Mathematics by 06/30/2015 as measured by KPREP.

Strategy1:

Monitoring and Evaluation - Leadership will use a variety of strategies to monitor and evaluate progress on goals.

Category: Continuous Improvement

Research Cited:

Activity - Monitoring of Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Leadership will monitor implementation of strategies through walkthroughs and fidelity checks. Data will be shared with the staff in charts and graphs without specific names. Adjustments will be made based on data gathered.	Policy and Process	08/05/2014	06/30/2015	\$0 - No Funding Required	Principal, Asst Principal, IBC, Curriculum Specialist

Strategy2:

Math Initiative - MLK will implement a school-wide math initiative that includes the use of best practices in the teaching of mathematics.

Category: Learning Systems

Research Cited:

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Activity - Technology-Based Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use iPads, iPods, mini-laptops, and desktops to complete sessions using technology-based instruction (Moby Max, Study Island, etc).	Technology	08/05/2014	06/30/2015	\$0 - District Funding	Principal, IBC, Teachers, Curriculum Specialist, Asst. Principal

Activity - Everyday Calendar Counts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-2 Teachers will utilize Everyday Calendar Counts daily through the use of manipulatives and the Smart board.	Academic Support Program	08/05/2014	06/30/2015	\$200 - General Fund	Teachers, Curriculum Specialist

Activity - Family Math Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and staff will host a family math night. Families will have the opportunity to engage in math activities to build a bridge between home and school. Families will leave with math activities that can be done at home.	Parent Involvement	08/05/2014	06/30/2015	\$1000 - General Fund	Math team, Principal, IBC, Curriculum Specialist

Activity - Data Disaggregation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School leadership and teachers will analyze student achievement by gap groups, relative to state, district and school assessments systems (KPREP, MAP, Learning Checks)	Academic Support Program	08/05/2014	06/30/2015	\$0 - No Funding Required	Principal, IBC, Curriculum Specialist, Asst Principal, Teachers

Activity - Math Learning Checks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Create and administer math learning checks for students in grades 3-5 3 times per year. Leadership will meet with teachers to discuss data. Teachers will create an action plan to address deficits in data.	Academic Support Program	08/05/2014	06/30/2015	\$1000 - General Fund	Principal, IBC, Curriculum Specialist, Asst. Principal

Activity - Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify at risk students and provide after-school tutoring.	Tutoring	08/05/2014	06/30/2015	\$20000 - Title I Part A	Principal, Asst. Principal, IBC, Curriculum Specialist, Teachers
Identify at risk students and provide after-school tutoring.					

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Activity - 60 Minute Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement 60 minutes of daily math using Envision, resources from EngageNY, and district curriculum documents.	Academic Support Program	08/05/2014	06/30/2015	\$0 - No Funding Required	Principal, Teachers, IBC, Curriculum Specialists, Asst. Principal

Strategy3:

Professional Learning - The staff of MLK will engage in professional learning opportunities to learn best practices in teaching CCSS mathematics.

Category: Professional Learning & Support

Research Cited:

Activity - Coaching and Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional Behavior Coaches will provide job embedded professional development and individual coaching in the use of best practice, research based interventions, and the use of data to inform instruction.	Academic Support Program	08/05/2014	06/30/2015	\$0 - District Funding	IBC and Teachers

Activity - PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teams will engage in PLCs to study and plan implementation for best practices for teaching mathematics.	Professional Learning	08/05/2014	06/30/2015	\$0 - General Fund	Principal, IBC, Curriculum Specialist, Asst. Principal, Teachers

Activity - EERTI Math Cohort	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A group of math teachers will attend the EERTI Math Cohort trainings to learning strategies to move students toward proficiency.	Professional Learning	08/05/2014	06/30/2015	\$500 - General Fund	Math Teachers, Principal

Goal 2:

Close the achievement gap among students at Martin Luther King, Jr. Elementary School.

Measurable Objective 1:

demonstrate a proficiency of 48.8% of Third, Fourth and Fifth grade Black or AfricanAmerican, Economically Disadvantaged, English Learners and Students with Disabilities will demonstrate a proficiency in mastering content standards in Mathematics by 06/30/2015 as measured by KPREP.

Strategy1:

Math Response to Intervention - RTI Team will identify at risk students and provide research-based interventions.

Category: Learning Systems

Research Cited: Wright, 2006

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Activity - Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After-school tutoring will be provided for at risk students. Tutoring will be provided by certified teachers in the areas of reading, math, and writing. Curriculum and materials will be research-based. Tutoring groups will be 6 or less.	Academic Support Program	08/05/2014	06/30/2015	\$20000 - Title I Part A	Principal, Assist. Principal, IBC, curriculum specialist, teachers

Activity - Data Disaggregation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Collect and analyze data (KPREP, MAP, SRI, benchmarks, discipline) to identify at risk students (bottom 20%, novice on KPREP, at-risk on SRI, below 70% on benchmarks, and multiple ODRs).	Academic Support Program	08/05/2014	05/22/2015	\$0 - District Funding	Principal, Curriculum Specialists, Assistant Principal, Teachers

Activity - Do the Math Intervention Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement Do the Math by Marilyn Burns for students in Tier II and Tier II math intervention.	Academic Support Program	12/01/2014	05/01/2015	\$0 - Grant Funds	Federal Programs Director, Principal, RTI Teachers

Measurable Objective 2:

demonstrate a proficiency of 49.1% of Third, Fourth and Fifth grade Black or African-American, Economically Disadvantaged, English Learners and Students with Disabilities students mastering content standards in Reading by 06/30/2015 as measured by KPREP.

Strategy1:

Reading Response to Intervention - The RTI team will identify at risk students and provide research-based interventions.

Category: Learning Systems

Research Cited: Wright, 2006; Holcomb, 2004; Johnson, 2002

Activity - Data Disaggregation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Collect and analyze data (KPREP, MAP, SRI, benchmarks, discipline) to identify at risk students (bottom 20%, novice on KPREP, at-risk on SRI, below 70% on benchmarks, and multiple ODRs).	Policy and Process	08/15/2014	06/30/2015	\$100 - Title I Part A	RTI Team consists of Principal, assistant principals, RTI Teachers, IBC, and classroom teachers

Activity - Summer School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide summer school for 2 weeks during the summer for at risk students in the gap groups.	Academic Support Program	07/20/2015	08/03/2015	\$25000 - Title I Part A	Principal, IBC, Curriculum Specialist, Asst Principal, Tutors

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Activity - iRead, Read 180, System 44	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K-2 students will use iRead within their classrooms at a minimum of 3 times a week. Students in grades 3-5 will be placed in System 44 based on SRI and SPI scores. Students in grade 4-5 will be placed in Read 180 based on SRI scores.	Academic Support Program	08/05/2014	06/30/2015	\$0 - Grant Funds	Federal Programs Director, Principal, RTI Teachers, Curriculum Specialist, Asst. Principal

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide professional development for staff on best practices for response-to-intervention.	Professional Learning	08/01/2014	06/30/2015	\$0 - District Funding	Principal, curriculum specialist, IBC

Activity - Technology-Based Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will utilize the following technology-based programs as a supplement to core instruction: Reading Eggs, Learning A-Z, Study Island, Moby Max, Raz Kids, and More Starfall.	Academic Support Program	08/05/2014	05/22/2015	\$0 - District Funding	Principal, Assist. Principal, Curriculum Specialist, Classroom Teachers

Activity - Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After-school tutoring will be provided for at risk students. Tutoring will be provided by certified teachers in the areas of reading, math, and writing. Curriculum and materials will be research-based. Tutoring groups will be 6 or less.	Tutoring	01/05/2015	04/01/2015	\$20000 - Title I Part A	Principal, Curriculum Specialist, Asst. Principal, IBC, teachers

Activity - Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Leadership will monitor the implementation of RTI strategies through walkthroughs and fidelity checks.	Policy and Process	08/05/2014	06/30/2015	\$0 - No Funding Required	Principal, Assistant Principal

Activity - Staffing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hire certified teachers with at least 3 years of successful teaching experience to provide interventions to Tier II and Tier III students. Hire 2 assistants to work with support those teachers and students.	Academic Support Program	08/05/2014	05/29/2015	\$125000 - Title I Part A	Principal

Activity - School-wide Intervention Block	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Create a 60 minute intervention block. During this block, students, who receive academic support through pullouts, will go to their pullouts. Other students will be grouped based on data and receive re-teaching based on mastery of the standard. This allows students to receive intervention without missing core instruction.	Academic Support Program	08/05/2014	05/22/2015	\$0 - No Funding Required	Principal, Asst. Principal, classroom teachers

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Activity - Research-based Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTI services will be provided school-wide to all Tier II and Tier III students. Interventionists will provide small group instruction using research based curriculum and strategies. Students receiving interventions will be progressed monitored every other week using research-based monitoring tools that are appropriate to intervention and individual need. Student data will be recorded on forms and graphs to monitor progress. RTI will meet monthly to discuss students' growth.	Academic Support Program	08/04/2014	04/01/2015	\$0 - Title I Part A	Principal, RTI teachers, IBC, curriculum specialist, assistant principal, classroom teachers

Measurable Objective 3:

demonstrate a proficiency of 42.8% of Third, Fourth and Fifth grade Black or AfricanAmerican, Economically Disadvantaged, English Learners and Students with Disabilities students will demonstrate a proficiency in mastering content standards in Writing by 06/30/2015 as measured by KPREP.

Strategy1:

Writing Initiative - MLK will implement a school-wide writing initiative that will focus on writing in all content areas.

Category: Learning Systems

Research Cited: The National Writing Project, 2012

Activity - Writing Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-5 ELA teachers developed a comprehensive and rigorous writing plan targeting writing instruction in a combined effort to create proficient writers.	Academic Support Program	08/05/2014	06/30/2015	\$0 - District Funding	Principal, IBC, Curriculum Specialist, Asst. Principal, Teachers

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend professional learning opportunities in the area of writing.	Academic Support Program	08/05/2014	01/05/2015	\$0 - General Fund	Principal, IBC, Curriculum Specialist, Asst. Principal, Teachers

Activity - Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tutoring will be provided in the area of language mechanics and writing for 4th and 5th grade students.	Tutoring	01/05/2015	04/01/2015	\$20000 - Title I Part A	Principal, Asst. Principal, Curriculum specialists, IBC, Teachers

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Activity - Analyzing Student Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During PLCs, teams will review expectations for student writing. Student writing samples will be reviewed. Discussion will ensue about the percent of students not meeting, meeting, and exceeding expectations. Teachers will plan to adjust instruction based on the learning from this activity.	Professional Learning	08/05/2014	05/22/2015	\$0 - No Funding Required	Principal, Curriculum Specialist, Asst. Principal, IBC, Teachers

Measurable Objective 4:

demonstrate a proficiency of 66.2% of Third, Fourth and Fifth grade Black or AfricanAmerican, Economically Disadvantaged, English Learners and Students with Disabilities students will demonstrate a proficiency in mastering content standards in Social Studies by 06/30/2015 as measured by KPREP.

Strategy1:

Social Studies Professional Learning - Leadership and teachers will attend professional learning aimed at understanding the new Social Studies standards, teaching the standards, and assessing the standards.

Category: Professional Learning & Support

Research Cited: Dufour & Marzano, 2011

Activity - Implementation of History Alive	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
5th grade social studies teacher will implement History Alive as an instructional resource.	Academic Support Program	08/05/2014	05/22/2015	\$0 - General Fund	Principal, IBC, Curriculum Specialist, Assistant Principal, Social Studies Teacher

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will attend professional learning to better understand the state standards.	Professional Learning	08/05/2014	06/30/2015	\$0 - General Fund	Principal, Curriculum Specialist, IBC, Teachers

Measurable Objective 5:

collaborate to implement the Next Generation Science Standards by 06/30/2015 as measured by exploring and designing appropriate student performance events.

Strategy1:

Professional Learning - Administration, coaches, and teachers will engage in professional learning to learn the Next Generation Science Standards and best practices for teaching and assessing the standards.

Category: Professional Learning & Support

Research Cited: Dufour & Marzano, 2011

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Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will engage in professional learning surrounding the Next Generation Science Standards.	Professional Learning	08/05/2014	06/30/2015	\$0 - General Fund	Principal, IBC, Curriculum Specialist, Asst. Principal, Teachers

All children were screened for kindergarten readiness. If yes, name the assessment.

Goal 1:

To increase the average combined reading and math K-Prep scores for 3rd, 4th, and 5th grade students from 27.7% in 2013 to 64.3% in 2017.

Measurable Objective 1:

37% of Third, Fourth and Fifth grade students will demonstrate a proficiency in Mathematics and in English Language Arts by 05/30/2014 as measured by K-PREP.

Strategy1:

School Readiness and Early Learning - School readiness means that each child enters a school ready to engage in and benefit from early learning experiences that best promote the child's success, and every school will be ready and prepared for every child.

Category:

Research Cited: Child readiness for school encompasses five developmental areas: approaches to learning; health and physical well-being; language and communication development; social and emotional development; and cognitive and general knowledge.

Activity - BRIGANCE Testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will assess all kindergarten students at school entry with the common state-wide screener (BRIGANCE).	Academic Support Program	08/01/2014	09/29/2014	\$0 - No Funding Required	Principal, Guidance Counselors, Teachers

The school identified specific strategies to increase the percentage of students who are Kindergarten ready.

Goal 1:

All students at Martin Luther King, Jr. Elementary School will become proficient in content standards.

Measurable Objective 1:

demonstrate a proficiency of 50.3% students in mastering content standards in Reading by 06/30/2015 as measured by KPREP and monitored by MAP, district benchmarks and interim assessments..

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Strategy1:

School Readiness and Early Learning - School Readiness means that each child enters a school ready to engage in and benefit from early learning experiences that best promote the child's success.

Category: Early Learning

Research Cited:

Activity - Pre-School Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School leadership and teachers will collaborate with early childhood community and parents of incoming Kindergarten students to share school readiness criteria. A Kindergarten teacher will serve on the Early Learning Leadership Network team.	Policy and Process	08/05/2014	06/30/2015	\$0 - District Funding	Preschool teachers, Kindergarten Teacher

The school identified specific K-3 strategies to increase the average 3rd grade math and reading combined K-Prep proficiency scores.

Goal 1:

All students at Martin Luther King, Jr. Elementary School will become proficient in content standards.

Measurable Objective 1:

demonstrate a proficiency where 49.7% of all students will master content standards in Mathematics by 06/30/2015 as measured by KPREP.

Strategy1:

Monitoring and Evaluation - Leadership will use a variety of strategies to monitor and evaluate progress on goals.

Category: Continuous Improvement

Research Cited:

Activity - Monitoring of Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Leadership will monitor implementation of strategies through walkthroughs and fidelity checks. Data will be shared with the staff in charts and graphs without specific names. Adjustments will be made based on data gathered.	Policy and Process	08/05/2014	06/30/2015	\$0 - No Funding Required	Principal, Asst Principal, IBC, Curriculum Specialist

Strategy2:

Professional Learning - The staff of MLK will engage in professional learning opportunities to learn best practices in teaching CCSS mathematics.

Category: Professional Learning & Support

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Research Cited:

Activity - PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teams will engage in PLCs to study and plan implementation for best practices for teaching mathematics.	Professional Learning	08/05/2014	06/30/2015	\$0 - General Fund	Principal, IBC, Curriculum Specialist, Asst. Principal, Teachers

Activity - EERTI Math Cohort	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A group of math teachers will attend the EERTI Math Cohort trainings to learning strategies to move students toward proficiency.	Professional Learning	08/05/2014	06/30/2015	\$500 - General Fund	Math Teachers, Principal

Activity - Coaching and Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional Behavior Coaches will provide job embedded professional development and individual coaching in the use of best practice, research based interventions, and the use of data to inform instruction.	Academic Support Program	08/05/2014	06/30/2015	\$0 - District Funding	IBC and Teachers

Strategy3:

Math Initiative - MLK will implement a school-wide math initiative that includes the use of best practices in the teaching of mathematics.

Category: Learning Systems

Research Cited:

Activity - Everyday Calendar Counts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-2 Teachers will utilize Everyday Calendar Counts daily through the use of manipulatives and the Smart board.	Academic Support Program	08/05/2014	06/30/2015	\$200 - General Fund	Teachers, Curriculum Specialist

Activity - Math Learning Checks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Create and administer math learning checks for students in grades 3-5 3 times per year. Leadership will meet with teachers to discuss data. Teachers will create an action plan to address deficits in data.	Academic Support Program	08/05/2014	06/30/2015	\$1000 - General Fund	Principal, IBC, Curriculum Specialist, Asst. Principal

Activity - Data Disaggregation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School leadership and teachers will analyze student achievement by gap groups, relative to state, district and school assessments systems (KPREP, MAP, Learning Checks)	Academic Support Program	08/05/2014	06/30/2015	\$0 - No Funding Required	Principal, IBC, Curriculum Specialist, Asst Principal, Teachers

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Activity - Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify at risk students and provide after-school tutoring.	Tutoring	08/05/2014	06/30/2015	\$20000 - Title I Part A	Principal, Asst. Principal, IBC, Curriculum Specialist, Teachers
Identify at risk students and provide after-school tutoring.					

Activity - Technology-Based Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use iPads, iPods, mini-laptops, and desktops to complete sessions using technology-based instruction (Moby Max, Study Island, etc).	Technology	08/05/2014	06/30/2015	\$0 - District Funding	Principal, IBC, Teachers, Curriculum Specialist, Asst. Principal

Activity - Family Math Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and staff will host a family math night. Families will have the opportunity to engage in math activities to build a bridge between home and school. Families will leave with math activities that can be done at home.	Parent Involvement	08/05/2014	06/30/2015	\$1000 - General Fund	Math team, Principal, IBC, Curriculum Specialist

Activity - 60 Minute Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement 60 minutes of daily math using Envision, resources from EngageNY, and district curriculum documents.	Academic Support Program	08/05/2014	06/30/2015	\$0 - No Funding Required	Principal, Teachers, IBC, Curriculum Specialists, Asst. Principal

Measurable Objective 2:

demonstrate a proficiency where 48.8% of all students will master content standards in Writing by 06/30/2015 as measured by KPREP.

Strategy1:

Monitoring and Evaluation - Leadership will use a variety of strategies to monitor and evaluate progress on goals.

Category: Continuous Improvement

Research Cited:

Activity - Monitoring of Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Leadership will monitor implementation of strategies through walkthroughs and fidelity checks. Data will be shared with the staff in charts and graphs without specific names. Adjustments will be made based on data gathered.	Policy and Process	08/05/2014	06/30/2015	\$0 - No Funding Required	Principal, Asst Principal, IBC, Curriculum Specialist

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Strategy2:

Writing Across Content Areas - Teachers will support writing standards through their content areas.

Category: Learning Systems

Research Cited:

Activity - Analyze Student Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In a PLC setting, leadership and teachers will review student writing samples to determine if they are meeting the standard. Teachers will adjust teaching based on the outcome of the analysis.	Professional Learning	08/05/2014	06/30/2015	\$0 - No Funding Required	Principal, IBC, Curriculum Specialist, Teachers

Activity - Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify at risk students and provide after-school tutoring.	Tutoring	01/05/2015	05/01/2015	\$20000 - Title I Part A	Principal, IBC, Curriculum Specialist, Asst Principal, Teachers

Activity - Writing Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-5 ELA teachers developed a comprehensive and rigorous writing plan targeting writing instruction in a combined effort to create proficient writers.	Academic Support Program	08/05/2014	05/22/2015	\$500 - General Fund	Principal, IBC, Curriculum Specialist, Asst. Principal, Teachers

Activity - Attend Abell Writing Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend the Abell Writing Training	Professional Learning	08/05/2014	06/30/2015	\$0 - District Funding	Teachers, Principal, IBC, Curriculum Specialists

Measurable Objective 3:

demonstrate a proficiency of 50.3% students in mastering content standards in Reading by 06/30/2015 as measured by KPREP and monitored by MAP, district benchmarks and interim assessments..

Strategy1:

Monitoring and Evaluation - Leadership will use a variety of strategies to monitor and evaluate progress on goals.

Category: Continuous Improvement

Research Cited:

KDE Comprehensive School Improvement Plan

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Activity - Monitoring of Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Leadership will monitor implementation of strategies through walkthroughs and fidelity checks. Data will be shared with the staff in charts and graphs without specific names. Adjustments will be made based on data gathered.	Policy and Process	08/05/2014	06/30/2015	\$0 - No Funding Required	Principal, Asst Principal, IBC, Curriculum Specialist

Strategy2:

School Readiness and Early Learning - School Readiness means that each child enters a school ready to engage in and benefit from early learning experiences that best promote the child's success.

Category: Early Learning

Research Cited:

Activity - Pre-School Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School leadership and teachers will collaborate with early childhood community and parents of incoming Kindergarten students to share school readiness criteria. A Kindergarten teacher will serve on the Early Learning Leadership Network team.	Policy and Process	08/05/2014	06/30/2015	\$0 - District Funding	Preschool teachers, Kindergarten Teacher

Activity - Brigance Testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will assess all Kindergarten students at school entry with the common state-wide screener (Brigance).	Academic Support Program	07/01/2014	09/30/2014	\$0 - District Funding	BAC, Kindergarten Teachers, Principal

Strategy3:

Literacy Initiative - MLK will implement a school-wide literacy initiative that include reading in all content areas.

Category: Learning Systems

Research Cited: Payne, Ruby (2004) Working with Parents; Shannon, G.S. & Bylsma, P. (2003) Nine Characteristics of High Performing Schools;

Activity - Reading Learning Checks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Create and administer learning checks 3 times per year for students in grades 3-5. Leadership will meet with teachers to discuss data. Teachers will create an action plan to address deficits in data.	Academic Support Program	08/05/2014	06/30/2015	\$1000 - Grant Funds	Principal, asst principal, IBC

Activity - Data Disaggregation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School leadership and teachers will analyze student achievement by gap groups, relative to state, district and school assessments systems (KPREP, SRI, MAP, Read 180, System 44, Learning Checks)	Academic Support Program	08/05/2014	06/30/2015	\$5000 - General Fund	Principal, IBC, Curriculum Specialist, Asst. Principal, Teachers

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Activity - Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administer MAP to all K-5 students in the fall, winter, and spring. Administer SRI to 3-5 students 3 times per year.	Academic Support Program	08/05/2014	06/30/2015	\$0 - District Funding	DAC and BAC

Activity - Student Data Binders	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Create data notebooks for students in grades 4 and 5 to set goals and track their progress.	Academic Support Program	11/01/2014	06/30/2015	\$5000 - Title I Part A	Principal, IBC, Asst. Principal, 4th and 5th grade teachers

Activity - Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify at risk students and provide after-school tutoring.	Academic Support Program	01/05/2015	05/01/2015	\$20000 - Title I Part A	Principal, IBC, Curriculum Specialist, Teachers

Activity - Coaching and Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional Behavior Coaches will provide job embedded professional development and individual coaching in the use of best practice, research based interventions, and the use of data to inform instruction.	Professional Learning	08/05/2014	06/30/2015	\$0 - District Funding	IBC, Teachers

Activity - Family Reading Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and staff will host a family literacy night for MLK families. Students will have the opportunity to read books, have books read to them, make crafts by reading recipes, receive a free book, complete a session of their reading intervention program, etc.	Parent Involvement	11/13/2014	11/13/2014	\$500 - Title I Part A	Principal, asst principal, curriculum specialist, IBC, teachers, FRYSC

Activity - Class Size Reduction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School leadership and SBDM Council will strengthen educational program effectiveness by increasing the number of teachers to decrease class sizes in grades K-5.	Class Size Reduction	08/05/2014	06/30/2015	\$0 - Title I Part A \$325000 - Title I Part A	Principal, SDBM Committee

Activity - Literacy Across Content Areas	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will read and write in all content areas (math, science, social studies, art, music, physical education). Writing samples will be collected and reviewed at the end of each 9 weeks.	Academic Support Program	08/05/2014	06/30/2015	\$200 - General Fund	Principal, Asst Principal, IBC, Curriculum Specialist, Teachers

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Activity - PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Create, plan, and conduct PLCs on best practices for effective reading instruction.	Professional Learning	08/05/2014	06/30/2015	\$0 - General Fund	Principal, Asst Principal, Teachers, IBC, Curriculum Specialist

Activity - Teacher Training on Effective Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained in John Hattie's Hinge Point Strategies and Marzano's High Yield Strategies.	Professional Learning	08/01/2014	06/30/2015	\$500 - General Fund	Principal, IBC, Curriculum Specialist, Asst. Principal

Activity - Home Visits/Parent Conferences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
MLK will conduct parent-teacher conferences at the end of the 1st and 3rd 9 weeks. We will conduct home visits for as many students as possible.	Parent Involvement	08/05/2014	06/30/2015	\$1000 - General Fund	All MLK staf members

Activity - Feedback and Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School leadership will conduct routine classroom walkthroughs and provide feedback to specific individuals and determine school trends and effectiveness of core instruction.	Policy and Process	08/05/2014	06/30/2015	\$0 - No Funding Required	Principal, Assistant Principal, IBC

Activity - Literacy Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train K-5 teachers on literacy strategies for CCSS.	Academic Support Program	08/05/2014	06/30/2015	\$0 - No Funding Required	Principal, IBC, Curriculum Specialist, Asst Principal

Measurable Objective 4:

demonstrate a proficiency where 66.1% of all students will master content standards in Social Studies by 06/30/2015 as measured by KPREP.

Strategy1:

Progress Monitoring - Leadership and Teachers will monitor student progress through assessments.

Category: Learning Systems

Research Cited:

KDE Comprehensive School Improvement Plan

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Activity - Social Studies Learning Checks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Create and administer learning checks 3 times per year. Leadership will meet with teachers to discuss data. Teachers will create an action plan to address deficits in data.	Academic Support Program	08/05/2014	06/30/2015	\$1000 - General Fund	Principal, IBC, Curriculum Specialist, Asst. Principal

Strategy2:

Implement Social Studies Curriculum - Teachers will teach using the KCAS Social Studies Curriculum.

Category: Learning Systems

Research Cited:

Activity - History Alive	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The teacher will implement the History Alive curriculum to deliver Social Studies lessons.	Academic Support Program	08/05/2014	05/22/2015	\$10000 - Title I Part A	Principal, IBC, Curriculum Specialist, Social Studies Teacher

Strategy3:

Professional Learning - Teachers will engage in professional learning opportunities to better understand the new KY Social Studies Standards and best practices for teaching them.

Category: Professional Learning & Support

Research Cited:

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will engage in professional learning focused on the new standards and best teaching strategies for these standards.	Professional Learning	08/05/2014	06/30/2015	\$300 - General Fund	Principal, IBC, Curriculum Specialist, Social studies teachers

Strategy4:

Monitoring and Evaluation - Leadership will use a variety of strategies to monitor and evaluate progress on goals.

Category: Continuous Improvement

Research Cited:

Activity - Monitoring of Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Leadership will monitor implementation of strategies through walkthroughs and fidelity checks. Data will be shared with the staff in charts and graphs without specific names. Adjustments will be made based on data gathered.	Policy and Process	08/05/2014	06/30/2015	\$0 - No Funding Required	Principal, Asst Principal, IBC, Curriculum Specialist

Measurable Objective 5:

collaborate to develop professional knowledge of Next Generation assessments by 06/30/2015 as measured by performance expectations at each grade level.

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Strategy1:

Monitoring and Evaluation - Leadership will use a variety of strategies to monitor and evaluate progress on goals.

Category: Continuous Improvement

Research Cited:

Activity - Monitoring of Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Leadership will monitor implementation of strategies through walkthroughs and fidelity checks. Data will be shared with the staff in charts and graphs without specific names. Adjustments will be made based on data gathered.	Policy and Process	08/05/2014	06/30/2015	\$0 - No Funding Required	Principal, Asst Principal, IBC, Curriculum Specialist

Strategy2:

Instructional Delivery - Teachers will use high yield/high impact strategies to deliver instruction for the NGSS.

Category: Learning Systems

Research Cited:

Activity - Instructional Delivery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use high yield/high impact strategies when designing lessons aligned to the NGSS.	Academic Support Program	08/05/2014	06/30/2015	\$0 - No Funding Required	Science Teachers, IBC, Curriculum Specialists

Strategy3:

Science Professional Learning - Teachers will engage in professional learning to better understand the Next Generation Science Standards and best practices for teaching them.

Category: Professional Learning & Support

Research Cited:

Activity - NGSS Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend professional learning offered by the district and/or the state on the NGSS.	Professional Learning	08/05/2014	06/30/2015	\$500 - General Fund	Science teachers, IBC, Curriculum Specialist

Activity - PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will engage in PLCs that address the NGSS and how to teach and assess them.	Professional Learning	08/05/2014	06/30/2015	\$500 - General Fund	IBC, Curriculum Specialist, Science Teachers

Goal 2:

Close the achievement gap among students at Martin Luther King, Jr. Elementary School.

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Measurable Objective 1:

demonstrate a proficiency of 42.8% of Third, Fourth and Fifth grade Black or AfricanAmerican, Economically Disadvantaged, English Learners and Students with Disabilities students will demonstrate a proficiency in mastering content standards in Writing by 06/30/2015 as measured by KPREP.

Strategy1:

Writing Initiative - MLK will implement a school-wide writing initiative that will focus on writing in all content areas.

Category: Learning Systems

Research Cited: The National Writing Project, 2012

Activity - Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tutoring will be provided in the area of language mechanics and writing for 4th and 5th grade students.	Tutoring	01/05/2015	04/01/2015	\$20000 - Title I Part A	Principal, Asst. Principal, Curriculum specialists, IBC, Teachers

Activity - Analyzing Student Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During PLCs, teams will review expectations for student writing. Student writing samples will be reviewed. Discussion will ensue about the percent of students not meeting, meeting, and exceeding expectations. Teachers will plan to adjust instruction based on the learning from this activity.	Professional Learning	08/05/2014	05/22/2015	\$0 - No Funding Required	Principal, Curriculum Specialist, Asst. Principal, IBC, Teachers

Activity - Writing Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-5 ELA teachers developed a comprehensive and rigorous writing plan targeting writing instruction in a combined effort to create proficient writers.	Academic Support Program	08/05/2014	06/30/2015	\$0 - District Funding	Principal, IBC, Curriculum Specialist, Asst. Principal, Teachers

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend professional learning opportunities in the area of writing.	Academic Support Program	08/05/2014	01/05/2015	\$0 - General Fund	Principal, IBC, Curriculum Specialist, Asst. Principal, Teachers

Measurable Objective 2:

collaborate to implement the Next Generation Science Standards by 06/30/2015 as measured by exploring and designing appropriate student performance events.

Strategy1:

Professional Learning - Administration, coaches, and teachers will engage in professional learning to learn the Next Generation Science

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Standards and best practices for teaching and assessing the standards.

Category: Professional Learning & Support

Research Cited: Dufour & Marzano, 2011

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will engage in professional learning surrounding the Next Generation Science Standards.	Professional Learning	08/05/2014	06/30/2015	\$0 - General Fund	Principal, IBC, Curriculum Specialist, Asst. Principal, Teachers

Measurable Objective 3:

demonstrate a proficiency of 66.2% of Third, Fourth and Fifth grade Black or AfricanAmerican, Economically Disadvantaged, English Learners and Students with Disabilities students will demonstrate a proficiency in mastering content standards in Social Studies by 06/30/2015 as measured by KPREP.

Strategy1:

Social Studies Professional Learning - Leadership and teachers will attend professional learning aimed at understanding the new Social Studies standards, teaching the standards, and assessing the standards.

Category: Professional Learning & Support

Research Cited: Dufour & Marzano, 2011

Activity - Implementation of History Alive	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
5th grade social studies teacher will implement History Alive as an instructional resource.	Academic Support Program	08/05/2014	05/22/2015	\$0 - General Fund	Principal, IBC, Curriculum Specialist, Assistant Principal, Social Studies Teacher

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will attend professional learning to better understand the state standards.	Professional Learning	08/05/2014	06/30/2015	\$0 - General Fund	Principal, Curriculum Specialist, IBC, Teachers

Measurable Objective 4:

demonstrate a proficiency of 48.8% of Third, Fourth and Fifth grade Black or AfricanAmerican, Economically Disadvantaged, English Learners and Students with Disabilities will demonstrate a proficiency in mastering content standards in Mathematics by 06/30/2015 as measured by KPREP.

Strategy1:

Math Response to Intervention - RTI Team will identify at risk students and provide research-based interventions.

Category: Learning Systems

Research Cited: Wright, 2006

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Activity - Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After-school tutoring will be provided for at risk students. Tutoring will be provided by certified teachers in the areas of reading, math, and writing. Curriculum and materials will be research-based. Tutoring groups will be 6 or less.	Academic Support Program	08/05/2014	06/30/2015	\$20000 - Title I Part A	Principal, Assist. Principal, IBC, curriculum specialist, teachers

Activity - Data Disaggregation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Collect and analyze data (KPREP, MAP, SRI, benchmarks, discipline) to identify at risk students (bottom 20%, novice on KPREP, at-risk on SRI, below 70% on benchmarks, and multiple ODRs).	Academic Support Program	08/05/2014	05/22/2015	\$0 - District Funding	Principal, Curriculum Specialists, Assistant Principal, Teachers

Activity - Do the Math Intervention Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement Do the Math by Marilyn Burns for students in Tier II and Tier II math intervention.	Academic Support Program	12/01/2014	05/01/2015	\$0 - Grant Funds	Federal Programs Director, Principal, RTI Teachers

Measurable Objective 5:

demonstrate a proficiency of 49.1% of Third, Fourth and Fifth grade Black or African-American, Economically Disadvantaged, English Learners and Students with Disabilities students mastering content standards in Reading by 06/30/2015 as measured by KPREP.

Strategy1:

Reading Response to Intervention - The RTI team will identify at risk students and provide research-based interventions.

Category: Learning Systems

Research Cited: Wright, 2006; Holcomb, 2004; Johnson, 2002

Activity - Summer School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide summer school for 2 weeks during the summer for at risk students in the gap groups.	Academic Support Program	07/20/2015	08/03/2015	\$25000 - Title I Part A	Principal, IBC, Curriculum Specialist, Asst Principal, Tutors

Activity - Research-based Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTI services will be provided school-wide to all Tier II and Tier III students. Interventionists will provide small group instruction using research based curriculum and strategies. Students receiving interventions will be progressed monitored every other week using research-based monitoring tools that are appropriate to intervention and individual need. Student data will be recorded on forms and graphs to monitor progress. RTI will meet monthly to discuss students' growth.	Academic Support Program	08/04/2014	04/01/2015	\$0 - Title I Part A	Principal, RTI teachers, IBC, curriculum specialist, assistant principal, classroom teachers

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Activity - Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After-school tutoring will be provided for at risk students. Tutoring will be provided by certified teachers in the areas of reading, math, and writing. Curriculum and materials will be research-based. Tutoring groups will be 6 or less.	Tutoring	01/05/2015	04/01/2015	\$20000 - Title I Part A	Principal, Curriculum Specialist, Asst. Principal, IBC, teachers

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide professional development for staff on best practices for response-to-intervention.	Professional Learning	08/01/2014	06/30/2015	\$0 - District Funding	Principal, curriculum specialist, IBC

Activity - School-wide Intervention Block	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Create a 60 minute intervention block. During this block, students, who receive academic support through pullouts, will go to their pullouts. Other students will be grouped based on data and receive re-teaching based on mastery of the standard. This allows students to receive intervention without missing core instruction.	Academic Support Program	08/05/2014	05/22/2015	\$0 - No Funding Required	Principal, Asst. Principal, classroom teachers

Activity - iRead, Read 180, System 44	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K-2 students will use iRead within their classrooms at a minimum of 3 times a week. Students in grades 3-5 will be placed in System 44 based on SRI and SPI scores. Students in grade 4-5 will be placed in Read 180 based on SRI scores.	Academic Support Program	08/05/2014	06/30/2015	\$0 - Grant Funds	Federal Programs Director, Principal, RTI Teachers, Curriculum Specialist, Asst. Principal

Activity - Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Leadership will monitor the implementation of RTI strategies through walkthroughs and fidelity checks.	Policy and Process	08/05/2014	06/30/2015	\$0 - No Funding Required	Principal, Assistant Principal

Activity - Data Disaggregation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Collect and analyze data (KPREP, MAP, SRI, benchmarks, discipline) to identify at risk students (bottom 20%, novice on KPREP, at-risk on SRI, below 70% on benchmarks, and multiple ODRs).	Policy and Process	08/15/2014	06/30/2015	\$100 - Title I Part A	RTI Team consists of Principal, assistant principals, RTI Teachers, IBC, and classroom teachers

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Activity - Staffing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hire certified teachers with at least 3 years of successful teaching experience to provide interventions to Tier II and Tier III students. Hire 2 assistants to work with support those teachers and students.	Academic Support Program	08/05/2014	05/29/2015	\$125000 - Title I Part A	Principal

Activity - Technology-Based Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will utilize the following technology-based programs as a supplement to core instruction: Reading Eggs, Learning A-Z, Study Island, Moby Max, Raz Kids, and More Starfall.	Academic Support Program	08/05/2014	05/22/2015	\$0 - District Funding	Principal, Assist. Principal, Curriculum Specialist, Classroom Teachers

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Close the achievement gap among students at Martin Luther King, Jr. Elementary School.

Measurable Objective 1:

demonstrate a proficiency of 49.1% of Third, Fourth and Fifth grade Black or African-American, Economically Disadvantaged, English Learners and Students with Disabilities students mastering content standards in Reading by 06/30/2015 as measured by KPREP.

Strategy1:

Reading Response to Intervention - The RTI team will identify at risk students and provide research-based interventions.

Category: Learning Systems

Research Cited: Wright, 2006; Holcomb, 2004; Johnson, 2002

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide professional development for staff on best practices for response-to-intervention.	Professional Learning	08/01/2014	06/30/2015	\$0 - District Funding	Principal, curriculum specialist, IBC

Activity - Technology-Based Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will utilize the following technology-based programs as a supplement to core instruction: Reading Eggs, Learning A-Z, Study Island, Moby Max, Raz Kids, and More Starfall.	Academic Support Program	08/05/2014	05/22/2015	\$0 - District Funding	Principal, Assist. Principal, Curriculum Specialist, Classroom Teachers

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Activity - Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After-school tutoring will be provided for at risk students. Tutoring will be provided by certified teachers in the areas of reading, math, and writing. Curriculum and materials will be research-based. Tutoring groups will be 6 or less.	Tutoring	01/05/2015	04/01/2015	\$20000 - Title I Part A	Principal, Curriculum Specialist, Asst. Principal, IBC, teachers

Activity - Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Leadership will monitor the implementation of RTI strategies through walkthroughs and fidelity checks.	Policy and Process	08/05/2014	06/30/2015	\$0 - No Funding Required	Principal, Assistant Principal

Activity - Summer School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide summer school for 2 weeks during the summer for at risk students in the gap groups.	Academic Support Program	07/20/2015	08/03/2015	\$25000 - Title I Part A	Principal, IBC, Curriculum Specialist, Asst Principal, Tutors

Activity - School-wide Intervention Block	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Create a 60 minute intervention block. During this block, students, who receive academic support through pullouts, will go to their pullouts. Other students will be grouped based on data and receive re-teaching based on mastery of the standard. This allows students to receive intervention without missing core instruction.	Academic Support Program	08/05/2014	05/22/2015	\$0 - No Funding Required	Principal, Asst. Principal, classroom teachers

Activity - Data Disaggregation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Collect and analyze data (KPREP, MAP, SRI, benchmarks, discipline) to identify at risk students (bottom 20%, novice on KPREP, at-risk on SRI, below 70% on benchmarks, and multiple ODRs).	Policy and Process	08/15/2014	06/30/2015	\$100 - Title I Part A	RTI Team consists of Principal, assistant principals, RTI Teachers, IBC, and classroom teachers

Activity - iRead, Read 180, System 44	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K-2 students will use iRead within their classrooms at a minimum of 3 times a week. Students in grades 3-5 will be placed in System 44 based on SRI and SPI scores. Students in grade 4-5 will be placed in Read 180 based on SRI scores.	Academic Support Program	08/05/2014	06/30/2015	\$0 - Grant Funds	Federal Programs Director, Principal, RTI Teachers, Curriculum Specialist, Asst. Principal

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Activity - Research-based Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTI services will be provided school-wide to all Tier II and Tier III students. Interventionists will provide small group instruction using research based curriculum and strategies. Students receiving interventions will be progressed monitored every other week using research-based monitoring tools that are appropriate to intervention and individual need. Student data will be recorded on forms and graphs to monitor progress. RTI will meet monthly to discuss students' growth.	Academic Support Program	08/04/2014	04/01/2015	\$0 - Title I Part A	Principal, RTI teachers, IBC, curriculum specialist, assistant principal, classroom teachers

Activity - Staffing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hire certified teachers with at least 3 years of successful teaching experience to provide interventions to Tier II and Tier III students. Hire 2 assistants to work with support those teachers and students.	Academic Support Program	08/05/2014	05/29/2015	\$125000 - Title I Part A	Principal

Measurable Objective 2:

demonstrate a proficiency of 66.2% of Third, Fourth and Fifth grade Black or AfricanAmerican, Economically Disadvantaged, English Learners and Students with Disabilities students will demonstrate a proficiency in mastering content standards in Social Studies by 06/30/2015 as measured by KPREP.

Strategy1:

Social Studies Professional Learning - Leadership and teachers will attend professional learning aimed at understanding the new Social Studies standards, teaching the standards, and assessing the standards.

Category: Professional Learning & Support

Research Cited: Dufour & Marzano, 2011

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will attend professional learning to better understand the state standards.	Professional Learning	08/05/2014	06/30/2015	\$0 - General Fund	Principal, Curriculum Specialist, IBC, Teachers

Activity - Implementation of History Alive	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
5th grade social studies teacher will implement History Alive as an instructional resource.	Academic Support Program	08/05/2014	05/22/2015	\$0 - General Fund	Principal, IBC, Curriculum Specialist, Assistant Principal, Social Studies Teacher

Measurable Objective 3:

collaborate to implement the Next Generation Science Standards by 06/30/2015 as measured by exploring and designing appropriate student performance events.

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Strategy1:

Professional Learning - Administration, coaches, and teachers will engage in professional learning to learn the Next Generation Science Standards and best practices for teaching and assessing the standards.

Category: Professional Learning & Support

Research Cited: Dufour & Marzano, 2011

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will engage in professional learning surrounding the Next Generation Science Standards.	Professional Learning	08/05/2014	06/30/2015	\$0 - General Fund	Principal, IBC, Curriculum Specialist, Asst. Principal, Teachers

Measurable Objective 4:

demonstrate a proficiency of 42.8% of Third, Fourth and Fifth grade Black or AfricanAmerican, Economically Disadvantaged, English Learners and Students with Disabilities students will demonstrate a proficiency in mastering content standards in Writing by 06/30/2015 as measured by KPREP.

Strategy1:

Writing Initiative - MLK will implement a school-wide writing initiative that will focus on writing in all content areas.

Category: Learning Systems

Research Cited: The National Writing Project, 2012

Activity - Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tutoring will be provided in the area of language mechanics and writing for 4th and 5th grade students.	Tutoring	01/05/2015	04/01/2015	\$20000 - Title I Part A	Principal, Asst. Principal, Curriculum specialists, IBC, Teachers

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend professional learning opportunities in the area of writing.	Academic Support Program	08/05/2014	01/05/2015	\$0 - General Fund	Principal, IBC, Curriculum Specialist, Asst. Principal, Teachers

Activity - Analyzing Student Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During PLCs, teams will review expectations for student writing. Student writing samples will be reviewed. Discussion will ensue about the percent of students not meeting, meeting, and exceeding expectations. Teachers will plan to adjust instruction based on the learning from this activity.	Professional Learning	08/05/2014	05/22/2015	\$0 - No Funding Required	Principal, Curriculum Specialist, Asst. Principal, IBC, Teachers

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Activity - Writing Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-5 ELA teachers developed a comprehensive and rigorous writing plan targeting writing instruction in a combined effort to create proficient writers.	Academic Support Program	08/05/2014	06/30/2015	\$0 - District Funding	Principal, IBC, Curriculum Specialist, Asst. Principal, Teachers

Measurable Objective 5:

demonstrate a proficiency of 48.8% of Third, Fourth and Fifth grade Black or AfricanAmerican, Economically Disadvantaged, English Learners and Students with Disabilities will demonstrate a proficiency in mastering content standards in Mathematics by 06/30/2015 as measured by KPREP.

Strategy1:

Math Response to Intervention - RTI Team will identify at risk students and provide research-based interventions.

Category: Learning Systems

Research Cited: Wright, 2006

Activity - Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After-school tutoring will be provided for at risk students. Tutoring will be provided by certified teachers in the areas of reading, math, and writing. Curriculum and materials will be research-based. Tutoring groups will be 6 or less.	Academic Support Program	08/05/2014	06/30/2015	\$20000 - Title I Part A	Principal, Assist. Principal, IBC, curriculum specialist, teachers

Activity - Do the Math Intervention Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement Do the Math by Marilyn Burns for students in Tier II and Tier II math intervention.	Academic Support Program	12/01/2014	05/01/2015	\$0 - Grant Funds	Federal Programs Director, Principal, RTI Teachers

Activity - Data Disaggregation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Collect and analyze data (KPREP, MAP, SRI, benchmarks, discipline) to identify at risk students (bottom 20%, novice on KPREP, at-risk on SRI, below 70% on benchmarks, and multiple ODRs).	Academic Support Program	08/05/2014	05/22/2015	\$0 - District Funding	Principal, Curriculum Specialists, Assistant Principal, Teachers

The school identified specific strategies to increase the average freshman graduation rate.

N/A (this question does not apply)

The school identified specific strategies to increase the percentage of students who are college and career ready.

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N/A (this question does not apply)

The school identified specific strategies to increase the percentage of distinguished programs in the arts and humanities, PL/CS and writing.

Goal 1:

All students at Martin Luther King, Jr. Elementary School will become proficient in content standards.

Measurable Objective 1:

demonstrate a proficiency where 48.8% of all students will master content standards in Writing by 06/30/2015 as measured by KPREP.

Strategy1:

Writing Across Content Areas - Teachers will support writing standards through their content areas.

Category: Learning Systems

Research Cited:

Activity - Attend Abell Writing Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend the Abell Writing Training	Professional Learning	08/05/2014	06/30/2015	\$0 - District Funding	Teachers, Principal, IBC, Curriculum Specialists

Activity - Writing Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-5 ELA teachers developed a comprehensive and rigorous writing plan targeting writing instruction in a combined effort to create proficient writers.	Academic Support Program	08/05/2014	05/22/2015	\$500 - General Fund	Principal, IBC, Curriculum Specialist, Asst. Principal, Teachers

Activity - Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify at risk students and provide after-school tutoring.	Tutoring	01/05/2015	05/01/2015	\$20000 - Title I Part A	Principal, IBC, Curriculum Specialist, Asst Principal, Teachers

Activity - Analyze Student Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In a PLC setting, leadership and teachers will review student writing samples to determine if they are meeting the standard. Teachers will adjust teaching based on the outcome of the analysis.	Professional Learning	08/05/2014	06/30/2015	\$0 - No Funding Required	Principal, IBC, Curriculum Specialist, Teachers

Goal 2:

Close the achievement gap among students at Martin Luther King, Jr. Elementary School.

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Measurable Objective 1:

demonstrate a proficiency of 42.8% of Third, Fourth and Fifth grade Black or AfricanAmerican, Economically Disadvantaged, English Learners and Students with Disabilities students will demonstrate a proficiency in mastering content standards in Writing by 06/30/2015 as measured by KPREP.

Strategy1:

Writing Initiative - MLK will implement a school-wide writing initiative that will focus on writing in all content areas.

Category: Learning Systems

Research Cited: The National Writing Project, 2012

Activity - Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tutoring will be provided in the area of language mechanics and writing for 4th and 5th grade students.	Tutoring	01/05/2015	04/01/2015	\$20000 - Title I Part A	Principal, Asst. Principal, Curriculum specialists, IBC, Teachers

Activity - Writing Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-5 ELA teachers developed a comprehensive and rigorous writing plan targeting writing instruction in a combined effort to create proficient writers.	Academic Support Program	08/05/2014	06/30/2015	\$0 - District Funding	Principal, IBC, Curriculum Specialist, Asst. Principal, Teachers

Activity - Analyzing Student Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During PLCs, teams will review expectations for student writing. Student writing samples will be reviewed. Discussion will ensue about the percent of students not meeting, meeting, and exceeding expectations. Teachers will plan to adjust instruction based on the learning from this activity.	Professional Learning	08/05/2014	05/22/2015	\$0 - No Funding Required	Principal, Curriculum Specialist, Asst. Principal, IBC, Teachers

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend professional learning opportunities in the area of writing.	Academic Support Program	08/05/2014	01/05/2015	\$0 - General Fund	Principal, IBC, Curriculum Specialist, Asst. Principal, Teachers

Goal 3:

The Arts & Humanities Program Review will become Proficient in all areas of the review.

Measurable Objective 1:

collaborate to engage parents and community partners to determine if there are other contributions or evidence to support specific program

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review area(s). (by 06/30/2015 as measured by program review portfolios..

Strategy1:

Community Partnerships - MLK will seek community partners to strengthen our educational program.

Category: Learning Systems

Research Cited:

Activity - Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A/H teachers will collaborate with each other to create opportunities to strengthen our program review scores.	Professional Learning	08/05/2014	06/30/2015	\$0 - No Funding Required	A/H Teachers, classroom teachers, principal

Activity - Big Read	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
MLK will partner with the Pennyroyal Arts Council to support the community project, The Big Read.	Community Engagement	09/01/2014	11/15/2014	\$500 - School Council Funds	Principal, IBC, Curriculum Specialist, Teachers

KDE Assurances - School

Introduction

KDE Assurances - School

Assurances

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components.	Yes		

Label	Assurance	Response	Comment	Attachment
Core Academic Programs	The school planned and developed Schoolwide researchbased instructional reform strategies to strengthen the core academic program, increase the amount and quality of learning time, and provide additional support to all students.	Yes		

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	Yes		

Label	Assurance	Response	Comment	Attachment
Research-based Strategies	The school planned and developed schoolwide researchbased instructional strategies that provide additional instruction for students experiencing the greatest degree of difficulty mastering the state's academic achievement standards.	Yes		

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes		

Label	Assurance	Response	Comment	Attachment
Title I, Part A Schoolwide Funds	The school allocated and spent Title I, Part A Schoolwide funds only on allowable programs and activities and maintained appropriate financial records in this regard on its Title I, Part A programs and activities.	Yes		

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Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results of the Schoolwide activities, which included the development and implementation of a Parent Compact and a Parent Involvement Policy.	Yes		

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	Yes		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who will be serving students.	Yes		

Label	Assurance	Response	Comment	Attachment
Comprehensive Plan	The school an annual evaluation that addresses the implementation of the comprehensive plan and student achievement results that will inform changes when needed.	Yes		

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.	Yes		

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	N/A		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	N/A		

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Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	N/A		

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities.	N/A		

Label	Assurance	Response	Comment	Attachment
Federal Program Funds	The school allocated and spent federal program funds only on programs and activities for identified eligible students. The school maintained appropriate financial records on its Title I, Part A programs and activities.	Yes		

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance Planning components into the existing school improvement planning process.	N/A		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who serve identified Title I students.	Yes		

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Label	Assurance	Response	Comment	Attachment
Comprehensive Improvement Plan	The school planned an annual evaluation that addressed the implementation of the comprehensive plan and student achievement results that informed changes when needed.	Yes		

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website (provide the website link below).	Yes	http://mlk.christian.kyschools.us/?PageName=%27Forms%27&iSection=%27Administrative%27&CorrespondingID=%270%27	

Label	Assurance	Response	Comment	Attachment
Teacher Quality	The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified.	Yes		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college and career ready.	Yes		

Label	Assurance	Response	Comment	Attachment
Ranking Report	The school ensures that if the Title I Ranking Report lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	N/A		

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes		

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties that involve targeted students are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	N/A		

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Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for para-educators demonstrating that the duties are on a limited basis only.	Yes		

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school scheduled non-instructional duties for para-educators working with targeted students demonstrating that the duties are on a limited basis only.	N/A		

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	Yes		

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title II funds.	Yes		

Phase I - The Missing Piece

Introduction

This report provides a comprehensive response to the six objectives of The Missing Piece set for the by the Commissioner's Parent Advisory Council (CPAC). This diagnostic uses performance measurement and progress, as well as relationship building, resources and support to build capacity within schools and districts measure parent involvement and the desired outcome being made. Use the links below to navigate the diagnostic content and respond to the questions.

Stakeholders

What stakeholders (name and title) did you engage for the purpose of completing the Missing Piece diagnostic?

Cassandra Spearman, Principal

Leigh Ann Merrick, Teacher

Carrie Caples, Teachers

Darryl Green, Teacher

Felicia Howard, SBDM Parent

Dena Fisk, SBDM Parent

Relationship Building

Overall Rating: 3.14

	Statement or Question	Response	Rating
2.1	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Parents report their relationship with school staff is about discussing student academic performance and/or behavior.	Apprentice

	Statement or Question	Response	Rating
2.2	School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods).	School staff implements systematic steps to welcome the parents of new and ESL students (for example, using home visits, personal calls or letters, open houses, and/or other methods).	Proficient

	Statement or Question	Response	Rating
2.3	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Proficient

	Statement or Question	Response	Rating
2.4	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Proficient

	Statement or Question	Response	Rating
2.5	School staff involves parents in personal communication about their students' progress at least once a month.	District and school staffs encourage continuous and meaningful communication with all parents about their student's academic goals and progress.	Distinguished

	Statement or Question	Response	Rating
2.6	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	District and school staff identify family interests, needs and barriers and provides services to ensure academic success.	Distinguished

	Statement or Question	Response	Rating
2.7	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	All parents are asked for feedback on school's efforts to welcome and engage parents, and the feedback is used to improve school's efforts.	Proficient

Communications

Overall Rating: 2.86

	Statement or Question	Response	Rating
3.1	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books).	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, using classroom contracts, student assignment books, homework websites, and online grade books.)	Proficient

	Statement or Question	Response	Rating
3.2	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods).	School staff offers varied ways to that parent can see share information with teachers about their children's learning needs. (For example, phone and email contact, offering parent conferences, and making home visits).	Proficient

	Statement or Question	Response	Rating
3.3	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement.	Proficient

	Statement or Question	Response	Rating
3.4	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	Proficient

	Statement or Question	Response	Rating
3.5	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	A conference is held twice a year for all students and includes parent or advocate, student and teachers. School council develops ways to address data that is collected.	Distinguished

	Statement or Question	Response	Rating
3.6	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	District-wide stakeholder surveys are given to parents and teachers encourage parents to respond.	Apprentice

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	Statement or Question	Response	Rating
3.7	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	School staff develops a survey that is sent to parents, with low response rate and results are reported in school improvement plan.	Apprentice

Decision Making

Overall Rating: 1.86

	Statement or Question	Response	Rating
4.1	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	School staff offers professional learning community opportunities, workshops, and accessible written information to equip parents for service on SBDM council and committees.	Proficient

	Statement or Question	Response	Rating
4.2	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council has parent members as required by law, parents are not asked to serve on committees, meeting time and place is determined by principal. Low voter turnout for SBDM parent election.	Novice

	Statement or Question	Response	Rating
4.3	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	School council chair reports feedback to head of largest parent organization who then decides further dissemination methods or input. There is no provision for parent input other than as required by school law.	Apprentice

	Statement or Question	Response	Rating
4.4	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	School council has some parent involvement components and action items that deal with specific academic areas. Little or no funding is provided. Little or no implementation and impact checking is done.	Apprentice

	Statement or Question	Response	Rating
4.5	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council encourages parents to serve only on SBDM committees that deal with parent involvement and/or school climate.	Apprentice

	Statement or Question	Response	Rating
4.6	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.	Parents report that they are sometimes encouraged to take part in discussions about school improvement.	Apprentice

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	Statement or Question	Response	Rating
4.7	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	Teachers share information from year to year with parents who serve on the school council and/or overlaps council terms of parents.	Novice

Advocacy

Overall Rating: 2.33

	Statement or Question	Response	Rating
5.1	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the students' academic goals and learning needs.	Proficient

	Statement or Question	Response	Rating
5.2	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Some parents are involved in informal conversation with school staff to address their child's individual learning needs.	Apprentice

	Statement or Question	Response	Rating
5.3	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report that they are invited to attend meetings to discuss Individual Education Plans, Individual Learning Plans, 504 plans and/or intervention strategies.	Apprentice

	Statement or Question	Response	Rating
5.4	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	Teachers handle parent complaints but outcomes are not tracked or reported.	Novice

	Statement or Question	Response	Rating
5.5	School staff ensures that parents and community members are well informed about how to become educational advocates, or how to access a trained educational advocate when needed.	School staff ensures that parents and community members are well informed about how to become an educational advocate or how to access an educational advocate when needed.	Proficient

	Statement or Question	Response	Rating
5.6	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that the parent has the option to use a trained advocate to assist them in speaking for their child's needs.	Proficient

Learning Opportunities

Overall Rating: 2.5

	Statement or Question	Response	Rating
6.1	Parents have multiple opportunities to learn about and discuss the following: - Kentucky standards and expectations for all students - The school's curriculum, instructional methods, and student services - The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees - Their children's learning and development, along with legal and practical options for helping their children succeed, such as the IEP and/or ILP process - Community resources to support learning - Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.	School provides open house and family nights for some parents to learn about: • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities for parents to participate on councils and SBDM committees. • Their children's learning and development, along with legal and practical options for helping their children succeed such as participation in IEP and/or ILP process. • Community resources to support learning.	Apprentice

	Statement or Question	Response	Rating
6.2	School staff makes systematic use of written communications (for example, newsletters, websites, and bulletin boards) to help parents understand their own children's progress and the progress of the school.	School staff makes systematic use of written communications (for example, newsletters, Web sites, bulletin boards) to help parents understand their own children's academic progress and the progress of school.	Proficient

	Statement or Question	Response	Rating
6.3	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	School staff exhibits some student work with scoring guide and proficient level work.	Apprentice

	Statement or Question	Response	Rating
6.4	School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement efforts.	School staff offers parent workshops or meetings in convenient locations to help parents develop skills in supporting their children's learning and school's improvement efforts.	Proficient

	Statement or Question	Response	Rating
6.5	School council has a classroom observation policy that welcomes families to visit all classrooms.	School council has a classroom observation policy that allows parents access to most classrooms by appointment only.	Apprentice

	Statement or Question	Response	Rating
6.6	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	Proficient

Community Partnerships

Overall Rating: 2.33

	Statement or Question	Response	Rating
7.1	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership periodically meets with some business leaders to discuss information on student achievement.	Apprentice

	Statement or Question	Response	Rating
7.2	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	Proficient

	Statement or Question	Response	Rating
7.3	School leadership collaborates with employers to support parent and volunteer participation in students' education.	School leadership rarely invites employers to support adult participation in education.	Novice

	Statement or Question	Response	Rating
7.4	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	Proficient

	Statement or Question	Response	Rating
7.5	Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up).	Parents are made aware of family support services in school and in the community that are provided for students. (For example, families know about community resources through school coordinators but it is up to the family to access those resources).	Apprentice

	Statement or Question	Response	Rating
7.6	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	School staff offers and publicizes community-based learning activities, such as tutoring linked to the curriculum, for all students and parents.	Proficient

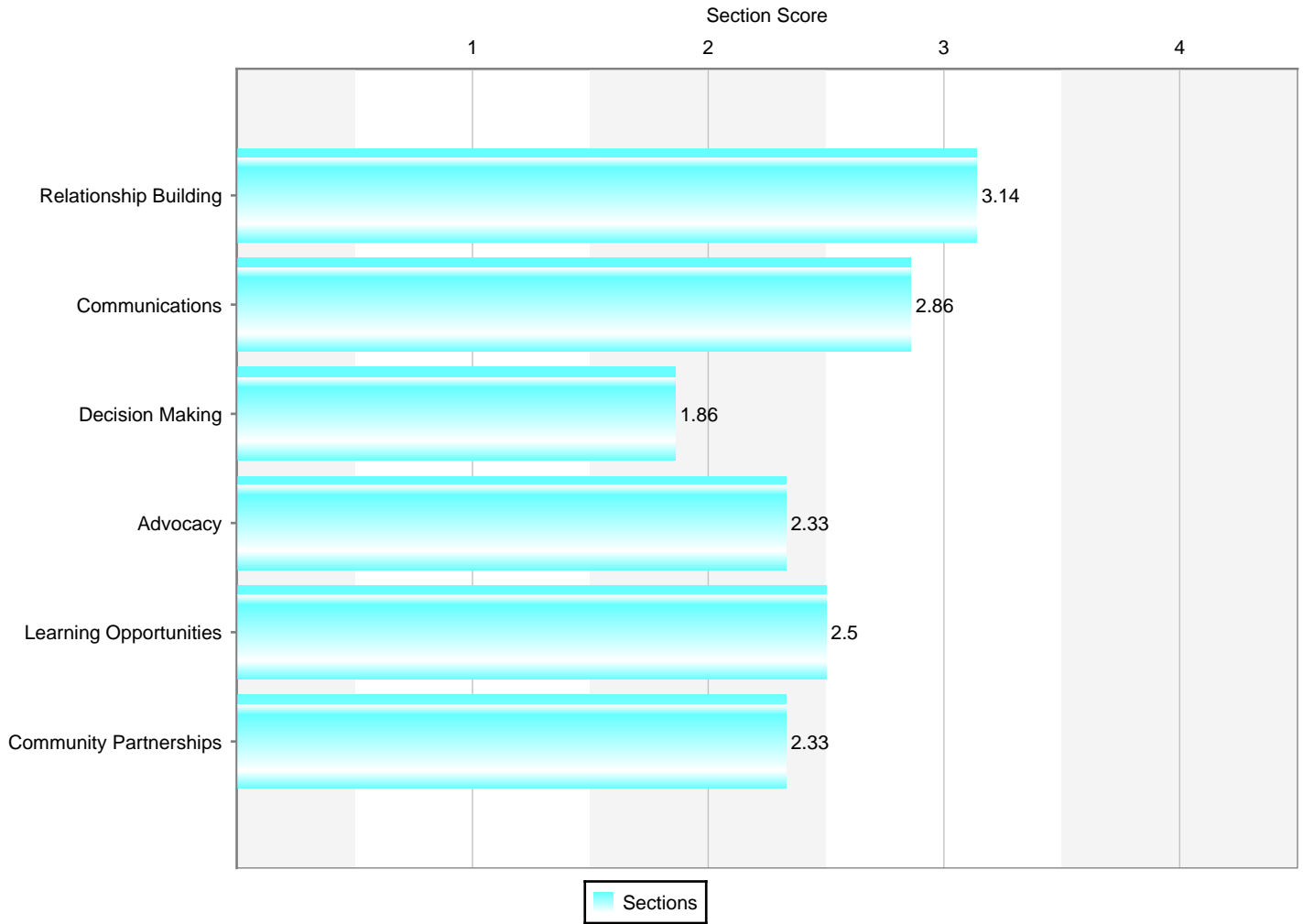
Reflection

Reflect upon your responses to each of the Missing Piece objectives.

MLK works really hard to get parents in and to take on leadership roles. We struggle in this area. However, strategies for improvement are being researched.

Report Summary

Scores By Section



Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

Stakeholders were able to participate in the development of the improvement plan by completing surveys about school culture, school Title I program, and PTO meetings. Teacher's create action plans for their grade levels that lend themselves to the school improvement plan. Leadership offered goals to add to the plan based on the areas of the school that they are responsible for.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

- Parents completed surveys and 2 parent representatives on SBDM reviewed, made suggestions, and approved the plan
- Teacher's action plans became a part of the strategies used in the plan
- Teachers completed surveys (Culture, TELL, etc)

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

The final improvement plan was posted on the website for all stakeholders to view. Copies were made available in the office. SBDM meetings include reporting out on the progress of meeting the goals set in the CSIP monthly.

School Safety Report

Introduction

In response to recent tragic events in our nation's schools, during the 2013 legislative session the Kentucky General Assembly took action, through the passage of Senate Bill 8/House Bill 354, to assure that our schools are safer places for students and staff to work and learn. Among other things, SB8/HB354 required changes to emergency plan requirements, the development of school safety practices, and additional severe weather, lockdown and earthquake drills. The bill also required local school district superintendents to verify to the Kentucky Department of Education that all schools in the district are in compliance with these requirements. This diagnostic is the means by which this reporting is accomplished.

School Safety Requirements

Label	Assurance	Response	Comment	Attachment
1.	Does each school have a written Emergency Management Plan (EMP)?	Yes		

Label	Assurance	Response	Comment	Attachment
2.	Did the SBDM Council adopt a policy requiring the development and adoption of an EMP?	Yes	September 17, 2015.	

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes	September 17, 2015	

Label	Assurance	Response	Comment	Attachment
4.	Has each school provided the local first responders with a copy of the school's EMP and a copy of the school's floor plan?	Yes		

Label	Assurance	Response	Comment	Attachment
5.	Has the EMP been reviewed and revised as needed by the SBDM council, principal, and first responders (annually)?	Yes	September 17, 2015	

Label	Assurance	Response	Comment	Attachment
6.	Was the EMP reviewed with the faculty and staff prior to the first instructional day of the school year?	Yes	August 17, 2015	

Label	Assurance	Response	Comment	Attachment
7.	Were local law enforcement and/or fire officials invited to review the EMP?	Yes	September 15, 2015	

Label	Assurance	Response	Comment	Attachment
8.	Are evacuation routes posted in each room at any doorway used for evacuation, with primary and secondary routes indicated?	Yes		

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Label	Assurance	Response	Comment	Attachment
9.	Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room?	Yes	October 13, 2015	

Label	Assurance	Response	Comment	Attachment
10.	Have practices been developed for students to follow during an earthquake?	Yes		

Label	Assurance	Response	Comment	Attachment
11.	Has each school developed and adhered to practices designed to ensure control of access to each school (i.e., controlling access to exterior doors, front entrance, classrooms, requiring visitor sign-in and display of identification badges)?	Yes		

Label	Assurance	Response	Comment	Attachment
12.	Has each school completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with http://www.lrc.ky.gov/kar/815/010/060.htm Fire Safety regulations), Lockdown, Severe Weather and Earthquake)	Yes	Fire drill 8/20/15 Tornado Drill 9/11 Earthquake drill 9/10 Lockdown 9/1	

Label	Assurance	Response	Comment	Attachment
13.	Are processes in place to ensure all four emergency response drills (Fire in compliance with http://www.lrc.ky.gov/kar/815/010/060.htm Fire Safety regulations), Lockdown, Severe Weather and Earthquake) will occur within the first thirty instructional days beginning January 1?	Yes	Drills are scheduled in the summer using the school calendar to make sure they are completed.	

Equitable Access Diagnostic

Introduction

As part of No Child Left Behind (NCLB) each state is required to develop strategies to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers. The results of this effort became a national push to ensure all teachers were highly qualified (HQT); meaning each teacher holds the appropriate certification for the content and/or grade level for which they are assigned. National data show that poor and minority continue to be taught by inexperienced, unqualified, or out-of-field teachers. As a result, in 2014, the United States Department of Education (USDOE) required states to develop equity plans and use evidence based strategies to address this issue. The focus of the plan is to move away from the concept of “highly qualified” to “high effective”.

Needs Assessment

Label	Assurance	Response	Comment	Attachment
1.1	Has a review of the data has been conducted to determine barriers to achieve equitable access to effective educators within the school?	Yes		

What are the barriers identified?

- Teacher preparation to meet diverse learner needs
- Number of first year KTIP Teachers (MLK has 4-8 KTIP Teachers each year)
- Teacher retention rates (MLK has to replace from 5-12 teachers each year)
- Teacher transfers within the district (Several teachers come to MLK for a year and transfer to another school within the district)

What sources of data were used to determine the barriers?

- Teacher hiring data
- Teacher resignations
- PGES Evaluations

What are the root causes of those identified barriers?

- Student discipline
- Lack of parental support
- Increased demand placed on teachers
- Stress
- Lack of skill set needed to address challenges

What does the Professional Growth and Effectiveness System data say about the effectiveness of teachers in the school?

Domain Component/ School Average	Developing	Accomplished	Exemplary
1a: demonstrating knowledge of content and pedagogy	27%	51%	16%
1b: demonstrating knowledge of students	22%	54%	16%
1c: setting instructional outcomes	11%	70%	11%

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1d: demonstrating knowledge of resources	32%	51%	11%
1e: designing coherent instruction	14%	68%	8%
1f: designing student assessments	32%	51%	5%
2a: creating an environment of respect and rapport	16%	78%	5%
2b: establishing a culture for learning	22%	68%	8%
2c: managing classroom procedures	16%	76%	5%
2d: managing student behavior	16%	76%	5%
2e: organizing physical space	8%	70%	19%
3a: communicating with students	14%	76%	8%
3b: using questioning and discussion techniques	32%	65%	3%
3c: engaging students in learning	24%	70%	5%
3d: using assessment in instruction	24%	65%	5%
3e: demonstrating flexibility and responsiveness	5%	73%	11%
4a: reflecting on teaching	14%	62%	16%
4b: maintaining accurate records	14%	73%	0%
4c: communicating with families	5%	86%	0%
4d: participating in a professional community	8%	62%	16%
4e: growing and developing professionally	19%	62%	11%
4f: showing professionalism	5%	68%	16%

Equitable Access Strategies

Placement: Describe school policies or procedures that address the assignment of students to ensure low income and minority students are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers who are not identified as low income or minority students.

MLK is 89% low income and has been up to 100% in the past, which means that majority of our students are low income. We are 56% minority as well. These demographics make it difficult to not assign this population of students to KTIP or new teachers. We make great strides in only hiring highly qualified teachers. We currently have one teacher gaining certification through an alternate route.

Placement: How is data used to make student assignment decisions to ensure low income, minority, Limited English Proficient and Exceptional Children and Youth are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers?

MLK has traditionally struggled as a school academically. This means that we have a large percentage of students performing below grade level. Rostering students into classes is based on academic, behavior, and social information that we have. However, due to the volumes of students who struggle, we are not always able to place them with the more experienced teachers. We provide support to students through RTI, which is provided by highly effective veteran teachers. We provide support to teachers through mentoring programs, coaching, and feedback.

Recruitment and Retention: How does the school analyze student level data to design targeted recruitment of effective and diverse teachers?

MLK is a very diverse school in ethnicity and culturally. When we interview teachers, we have questions designed to determine whether or not they have experience or skill set to meet the needs of our students. We would love to have more minority teachers on staff; however, very few minorities apply to teach at MLK.

Recruitment and Retention: How does the school recruit teachers who are effective in implementing practices that are targeted to support the diverse learning needs of minority students, low income students, Limited English Proficient and Exceptional Children and Youth?

When reviewing applications, we look for applications who have work experience or training that would lend itself to working with our population of students.

Recruitment and Retention: How does the school retain effective teachers? Identify any incentives.

The school allows for teachers to have leadership roles. We provide support and accolades to teachers as often as possible. It has been difficult to maintain effective teachers, but we will continue to employ strategies such as the ones we have now:

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- Holiday Parties for the staff
- Leadership Opportunities
- Positive notes
- Teacher/Staff Member of the Month
- Staff development opportunities

Professional Learning: Identify supports, including mentoring and/or induction, provided to meet the needs of first year, inexperienced and out-of-field teachers.

- Weekly PD during faculty meetings (non-traditional faculty meeting)
- Weekly PLCs
- Growth Day Professional Development
- Assigned a mentor within the building
- Works closely with Coach and Curriculum Specialist

Professional Learning: Utilizing PGES data, how are the professional learning needs of teachers with an effectiveness rating below accomplished addressed?

- We use PGES data to help teachers to make decisions about their individual professional growth goals.
- We also use PGES to make decisions on what the topics will be for grade level, vertical, and whole faculty PLCs.
- When a teacher has ineffective/developing ratings in any particular area, we provided additional support including PD materials.

Working Conditions: How are TELL Kentucky results being addressed to increase recruitment, retention and professional learning needs of staff?

TELL Survey shows that 34% more teachers feel that our school is a safe place to work and learn. However, there are some areas of concern such as students following school rules. This has increased significantly; however, it still needs work. When talking to teachers, this is their number one reason for wanting to work in another school. We are using this data to make decisions about PBIS, school culture initiatives, and teacher appreciation. We believe that this strategies will help with teacher retention.

Questions

Identify all goals, objectives, strategies and activities created that support equitable access and the responses in this diagnostic.

Goal: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 32.1% to 41.4%.

Objective:

Strategies:

- Data room/individual student data monitoring
- Response-to-Intervention
- TPGES
- High Impact/Hinge Point Instruction
- Professional Development for teachers