



# **Comprehensive School Improvement Plan**

**Martin Luther King Jr. Elementary School**  
**Christian County**

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## Introduction

The following Kentucky Department of Education resources should be referenced to assist in the development of Comprehensive School and District Improvement plans. Each document outlines the purpose and characteristics of effective plans by component.

Needs Assessment: <http://education.ky.gov/school/csip/Documents/Effective%20Needs%20Assessment.pdf>

Goals: <http://education.ky.gov/school/csip/Documents/Effective%20KBE%20Goals.pdf>

Objectives: <http://education.ky.gov/school/csip/Documents/Effective%20School%20Objectives.pdf>

Strategies: <http://education.ky.gov/school/csip/Documents/Effective%20Strategies.pdf>

Activities: <http://education.ky.gov/school/csip/Documents/Effective%20Activities.pdf>

Executive Summary: <http://education.ky.gov/school/csip/Documents/Effective%20Executive%20Summary.pdf>

KDE encourages the use of the 30-60-90 day plan template as schools incorporate and monitor the goals, objectives, strategies and activities specified in the Comprehensive Improvement Plan.

# **Phase I - Equitable Access to Effective Educators School Diagnostic**

## **Introduction**

National data show that poor and minority students, English Language Learners and students with disabilities continue to be taught more often than their peers by inexperienced, out-of-field or ineffective teachers. As a result, the United States Department of Education (USDE) required states to develop equity plans and use evidence based strategies to address this issue. Kentucky's plan is focused on teacher preparation; recruitment, hiring and placement of teachers; providing supports for on-going, job-embedded professional learning; and strategies to retain teacher and leaders.

All districts and schools in Kentucky are required to identify barriers and develop strategies to address these issues to achieving equitable access to effective educators for students most at risk. This is being incorporated within the Comprehensive District and School Improvement Plans. This diagnostic should be used as tool for identification of barriers and a catalyst for development of strategies that will result in novice reduction for gap closure. Strategies will be incorporated into the Comprehensive School Improvement Plan.

Kentucky's Plan Submitted to U.S. Education Department

<http://education.ky.gov/teachers/PGES/Documents/Teacher%20Equity%20Plan.pdf>

**Equitable Access to Effective Educators - School**

Label	Assurance	Response	Comment	Attachment
School Equity Data (1)	Complete the School Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration. *Self-selected data could come from a variety of sources. It should be relevant to the needs of the school. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data, TELL, turnover. **The school should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA). Follow the steps below:	I acknowledge that I have uploaded the School Equity Data.		School Equity Diagnostic

**Provide a brief analysis the school data from the chart. Include any trends, note-worthy data points or perceptions the data has provided related to equitable access to effective educators.**

Martin Luther King, Jr. Elementary School is a PK-6 school with approximately 777 students enrolled. Our minority percentage is a little over 50% with approximately 90% of our students being from poverty. We have approximately 36 classroom teachers and trend data shows that we replace 10-12 of them each year. As of today, we are at approximately 15% special education and 5% ELL. Our demographics presents barriers and challenges that require highly effective teachers.

With 20% of our teachers having less than 3 years of experience, we also have quite a few non-tenured teachers. Our average years of experience is 8.8 years, which is a concern with the level of challenges that exists at MLK. This year, MLK only has 3 KTIP teachers; however, the trend is to have anywhere from 4-8 a year.

The initiatives that we have put into place to address these issues are professional development for teachers on highly effective instruction, Response-to-Intervention, Professional Learning Communities, hiring in teams of administration and teachers, having teacher candidates teach for the hiring team, Rebranding the School to improve community perception, PBIS/CHAMPs implementation, and school-wide culture building activities.

It is very difficult to hire the Best and the Brightest for MLK because while the quantity of applicants is not an issue, quality is. We are working with the district to eliminate applicants applying to specific schools and just applying to the district. If applicants are applying to the district, we can see all applicants and can strategize to recruit them to MLK.

**After the data analysis is complete, the school will then identify the barriers (challenges) for some of the identified trends. An identified barrier, for example, could be higher teacher turnover in priority schools as compared with non-priority schools. Once**



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the barriers have been identified, then root causes of why the barriers exist will be included.

Identified barriers include the following:

- Teacher preparation to meet diverse learner needs
- Number of first year KTIP Teachers (MLK has 4-8 KTIP Teachers each year.) Currently, we have 3.
- Teacher retention rates (MLK has to replace from 5-12 teachers each year). This year we replaced 10 teachers. This does not include the teachers we lost due to student enrollment changes.
- Teacher transfers within the district (Several teachers come to MLK for a year and transfer to another school within the district). We had 6 teachers transfer to other buildings within the district.

Identified root causes include the following:

- Student discipline
- Lack of parental engagement
- Increased demand placed on teachers -Stress
- Lack of skill set needed to address challenges
- Teachers not prepared to address the needs of urban students (Teacher Preparation Programs)
- Perception of MLK in the community
- Quality and quantity of highly effective applicants applying to MLK

Label	Assurance	Response	Comment	Attachment
Goal Setting (4)	Complete the School Equity Goals tab. Use the school's most recent measures in the Equity tab of the School Report Card to set equitable access goals for the next three years. The measures include: Working Conditions, Overall Teacher and Leader Effectiveness, Overall Student Growth, Percentage of new and KTIP teachers, and Percentage of Teacher Turnover.  ***Goals should reflect an analysis of barriers, root causes and strategies.	I acknowledge that I have uploaded the School Equity Goal Data.		Equity goals

**Equitable access to effective educators must be reflected in the Comprehensive School Improvement Plan. Strategies could include, but are not limited to, recruitment; hiring and placement of teachers and/or students; providing supports for on-going, job-embedded professional learning to improve teacher and leader effectiveness; and strategies to retain teacher and leaders, particularly in high needs schools. Once implemented, these should assist the school in meeting the goals set in the previous section.**

**If there are strategies and activities within one of the five major goals of the CSIP, which adequately addresses equitable access, the school may select the appropriate goal, objective, strategies and activities.**

**OR**

**The school may create a new goal to address equitable access to effective educators. Once a new goal has been created, the**

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school will need to include appropriate objectives, strategies and activities.

The school may choose to provide an optional narrative response to include any additional information, but this is not required.

## 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.

## Strategy1:

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	Funding Amount & Source	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

## Strategy2:

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	Funding Amount & Source	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

## Strategy3:

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

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Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	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	Funding Amount & Source	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

Activity - Home-School Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	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

#### Strategy4:

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

Category: Human Capital Management

Research Cited:

Activity - Restructuring Team	Activity Type	Begin Date	End Date	Funding Amount & Source	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

#### Strategy5:

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

Category: Teacher PGES

Research Cited: Charlotte Danielson (2011)

Activity - Classroom Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	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

Activity - Student Growth Goals	Activity Type	Begin Date	End Date	Funding Amount & Source	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

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Activity - Professional Growth Goals	Activity Type	Begin Date	End Date	Funding Amount & Source	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

# **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

Elizabeth Wyatt, SBDM Parent

**Relationship Building**

Overall Rating: 2.71

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>2.1</b>	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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>2.2</b>	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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>2.3</b>	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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>2.4</b>	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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>2.5</b>	School staff involves parents in personal communication about their students' progress at least once a month.	School staff involves parents in personal communication about their students' progress at least once a month.	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>2.6</b>	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	Teachers informally collect some student needs data and some parents are contacted to discuss those needs.	Apprentice

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>2.7</b>	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: 2.71

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.1</b>	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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.2</b>	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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.3</b>	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School staff sometime provides community organizations with information about academic expectations for parents who use their services.	Apprentice

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.4</b>	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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.5</b>	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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.6</b>	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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	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.7</b>	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: 2.71

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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 and committees have some parent members, may provide translators, meet at time and place convenient to staff. Elections are held at convenient times and are publicized, but less than 20% of the parents vote in SBDM parent election.	Apprentice

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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 adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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 policies ensure active roles for parents on SBDM committees, in school improvement planning, and also in decisions about the education of their individual children.	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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 treated as valued partners on school leadership teams, SBDM council and committees, and other groups making decisions about school improvement.	Proficient

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	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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.	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 in committee work.	Proficient

**Advocacy**

Overall Rating: 2.5

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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.	There is evidence that school staff know which students have a parent or another adult who can speak up for them regarding their academic goals and learning needs.	Apprentice

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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 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).	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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.	School council has a policy and a process to resolve issues or complaints and outcomes are sometimes tracked and reported to the council.	Apprentice

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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: 3.33

	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.	Parents have multiple opportunities to learn about and discuss: • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities 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 participation in 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.	Proficient

	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 displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	Proficient

	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.	District and school staffs collaborate with parents and community members to provide training on how to support children's learning, district and school improvement efforts.	Distinguished

	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 welcomes families to visit all classrooms.	Distinguished

	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: 2.83

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
7.1	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
7.3	School leadership collaborates with employers to support parent and volunteer participation in students' education.	School leadership collaborates with employers to support parent and volunteer participation in students' education.	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
7.4	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	School staff occasionally collaborates with community agencies to address individual student needs. Information is provided to parents upon request.	Apprentice

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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 make active use of school 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 1 coordinators connect family with community resources and follow up).	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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**

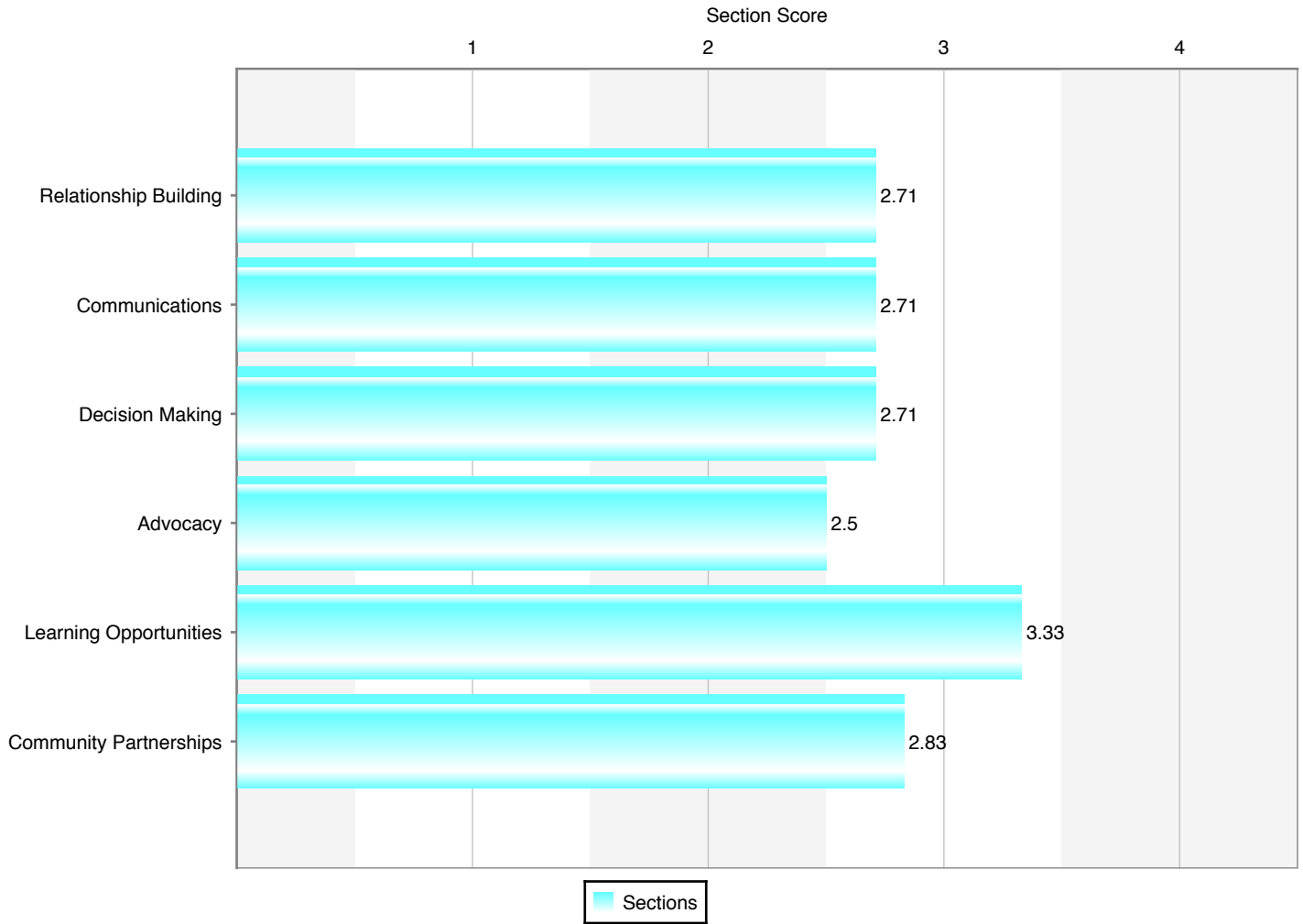
**Reflect upon your responses to each of the Missing Piece objectives.**

Parent engagement is a challenge for MLK. We have over 300 guests at the Family Nights and we use those nights to provide parent training on academic concerns. Our Learn and Earn program also provides parent training. this still remains a weakness for our campus and area that has been included in our school improvement efforts.



## 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.**

MLK was fortunate this year to have a safety audit conducted by KCSS and a culture audit conducted by Dr. Roger Cleveland. During parents, students, and teachers were interviewed and surveyed for these audits. Information gathered was used for the needs assessment and for planning for school improvement. We used these events to gather information for both purposes to limit the amount of meetings parents would have to attend and scheduled the interviews at a time that was convenient for our parents.

MLK's SBDM has been involved in the planning of school improvement. The SBDM consists of three teacher leaders and two parent leaders.

Teachers and leadership met twice to review data and discuss root causes, ways to improve, and strategies for the school year.

All of these events combined contributed to the development of the school improvement plan.

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

Data was gathered from teachers, students, and parents.

Parents on SBDM committee assisted by voting on strategies to implement, budgeting, and staffing.

**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 will be communicated to parents by placing it on our website, having a copy available in the office, and sharing the strategies in parent meetings.

# **Phase I - 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 there barriers that are preventing students from learning?
5. Are we reducing the number of novice students in all areas?
6. Is our school a safe place to work and learn?

In order to answer these questions, the staff and leadership of MLK engaged in data analysis. The PBIS team reviewed 2015-2016 discipline data and teacher surveys. The staff engaged in data analysis of KPREP scores, Reading Inventory Scores, Math Inventory Scores, and Brigance Data. The Writing Team met to discuss the future steps since OD writing was a major challenge for us this year. Below are the findings of our data review:

Reading:

1. Overall, our proficient and distinguished percentage for reading was 34%, which is an increase from 2013 of 30.2%. We have made steady progress with increasing proficient and distinguished readers (proficient from 64 in 2013 to 96 in 2015; distinguished from 18 in 2013 to 38 in 2015); however, novice reduction poses a challenge for us. We only reduced novice reading by .6% overall.
2. Students meeting percentile growth in reading was 56% with 70 students meeting categorical growth. This is much lower than what our universal screeners predicted.
3. 3rd grade Novice for 2014 was 56% and in 2015 it was reduced to 48%. Increasing their percent of P&D to 32.7% from 28%.
4. 4th grade did not reduce the percent Novice; however, the percent scoring P&D increased to 36.4%.
5. 5th and 6th grade is where we struggled to show gains on KPREP. Gains on universal screeners showed 5th and 6th grade students moving students from novice to apprentice.
6. We had 70 accountable special education students for KPREP- 56 of them were clustered between grades 5 and 6. A large percentage of the special education students in these grades had diagnoses of MMD, FMD, and EBD. Eleven of our special education students were severed in units throughout the district and 1 at the Kentucky School for the Deaf, which meant that we were unaware of their progress and had no way to track their data. In some cases, their home school was unknown until the SDRR process began due to redistricting changing where their scores were coded.
7. While our special education population posed a challenge for us, overall the percent of special education students scoring novice was still reduced by 12.1%.
8. GAP Novice Reading in reading was reduced by 1% overall. We did not reduce novice readers in the areas of AA, Free/Reduced Lunch, and Non-Duplicated GAP group.
9. On Demand writing and Language Mechanics were major areas of concern with 69 out of 196 students scoring novice for OD and 75 out of 187 students scoring novice on language arts. 50 of the novice students on language arts were in 6th grade.

Math:

1. Overall, our proficient and distinguished percentage for math was 33.5%, which is an increase from 2013 of 26%. We have made steady  
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progress with increasing proficient and distinguished mathematicians (proficient from 60 students in 2013 to 97 students in 2015; distinguished from 10 students in 2013 to 33 students in 2015); however, novice reduction poses a challenge for us. We only reduced novice math by .2% overall.

2. Students meeting percentile growth in math was 45% with 59 students meeting categorical growth. This is much lower than what our universal screeners predicted.
3. GAP group performance in math improved by 1.7%.
4. 3rd grade Novice for 2014 was 33% and in 2015, it was reduced to 29.8%. Increasing their percent of P&D to 34.6% from %.
5. 4th grade Novice for 2014 was 36% and in 2015, it was reduced to 26%. Increasing their percent P&D to 37.5% from %.
6. 5th and 6th grade is where we struggled to show gains on KPREP. Gains on universal screeners showed 5th and 6th grade students moving students from novice to apprentice. In fact, based on the Universal Screeners, we only predicted that we would have 107 students novice in math. After all accountable student scores were sent back to MLK, this number rose to 116 students.
7. We had 70 accountable special education students for KPREP- 56 of them were clustered between grades 5 and 6. A large percentage of the special education students in these grades had diagnoses of MMD, FMD, and EBD. Eleven of our special education students were severed in units throughout the district and 1 at the Kentucky School for the Deaf, which meant that we were unaware of their progress and had no way to track their data. In some cases, their home school was unknown until the SDRR process began due to redistricting changing where their scores were coded.
8. While our special education population posed a challenge for us, overall the percent of special education students scoring novice was still reduced by 16.1%.
9. GAP Novice Reduction in math was reduced by .7%. We did not reduce novice readers in the areas of AA, Free/Reduced Lunch, and Non-Duplicated GAP group.

## Overall:

1. MLK's AMO was 42.7. Our overall score was a 41.5, which is a decrease of .2.
2. We were proficient in Program Review.

## District comparison:

1. The district earned Proficient status in 2015. MLK is still needs improvement.
2. The district's elementary achievement average is 20.3. MLK's achievement score is 16.7, which is an increase from 16.1.
3. The district's elementary gap average is 13.5. MLK's is 9.6, which is a decrease from 10.5.
4. The district's elementary growth average is 17.7. MLK's is 15.1, which is a decrease from 23.8.

## Other data:

- Discipline data shows that MLK increased a little over 100 referrals with grades 3 and 6 having most of the referrals.
- Bus referrals were the largest category of referrals.
- Cafeteria, playground, and restrooms are of concern.
- Other than bus referrals, top offenses are hitting, kicking, and biting, disrespect, and classroom disruption.
- Based on survey completed for the safety audit, most students and teachers feel safe in school, but have concerns about the bus, cafeteria, and restrooms.
- Parents are concerned about dress code.
- 2015 TELL survey data shows that more teachers feel that our school is a safe place to work and learn (31% increase).
- 2015 TELL survey data shows that more teachers feel that students in our school follow the rules. Increase from 8.9% agreeing to 52.7%.
- Based on the culture assessment from Dr. Roger Cleveland's team, MLK has several strengths to include curriculum, PBIS, relationships with students, leadership, and professional learning opportunities. Areas to work on include organization supports, supporting struggling teachers with classroom management, and parent engagement.





## **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. We increased in achievement in reading and math. We reduced novice with our special education GAP group double digits in both reading and math. We were proficient in program review.

We will sustain these achievements and reach the goals that we have set for ourselves by fully implementing EngageNY Math, increasing teacher effectiveness through focused professional development, targeting our GAP groups for research-based interventions, implementing Hinge Point/High Impact strategies for all subjects.

The PBIS Initiative is well underway, thus helping to reduce referrals. 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 and math
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 interventions 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?**

While the major redistricting added additional challenges to us meeting our goals, we have the perseverance and determination to make it happen. We started our plans during the summer and have implemented them from the beginning of school. Our staff has joined together as a team and we are striving to reach the goal of being a proficient school.

# **MLK 2016-2017 Plan for Comprehensive School Improvement Plan**

## Overview

### Plan Name

MLK 2016-2017 Plan for Comprehensive School Improvement Plan

### 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: 15	Organizational	\$72000
2	Increase the average combined reading and math proficient and Distinguished K-PREP scores for all students by 2019 as follows: MLK's students will increase from 34.0% to 53.8%.	Objectives: 1 Strategies: 3 Activities: 20	Organizational	\$55000
3	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 32.6% to 52.8% by 2019.	Objectives: 1 Strategies: 3 Activities: 9	Organizational	\$17000
4	Decrease the percentage of students novice in reading from 42.3% to 21% and math 29.6% to 15% by June 30, 2019	Objectives: 1 Strategies: 2 Activities: 6	Organizational	\$214000

# **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 06/30/2017 as measured by TELL survey, PBIS data, and other survey data.

**Strategy 1:**

Positive Behavior Support System - MLK will engage teachers/staff in professional development to increase their knowledge of positive behavior support systems (PBIS) in order to provide support services to meet the physical, social, and emotional needs of the student population being served. (AdvancEd 4.6)

Category: Professional Learning & Support

Research Cited: DuFour & Marzano (2014) ; Ingersoll (2013), Jim Knight-Safe and Civil Schools, Jensen, 2009

Activity - Multi-tiered behavior supports	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Activities include: Frequent communication on student progress through the multi-tiered behavior support system, parent conferences, referrals to support services within and outside of the district, ongoing monitoring of student data	Behavioral Support Program	07/01/2016	06/30/2017	\$0	No Funding Required	Behavior interventionist , 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 gain knowledge of how to best support students who exhibit physical aggression, disciplining minority students, and understanding challenges of the impoverished.	Behavioral Support Program	06/01/2016	06/30/2017	\$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	07/01/2016	06/30/2017	\$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. (AdvancED 2.5)

Category: Human Capital Management

Research Cited: The ASPEN Institute: Leading from the Front of the Classroom: A Roadmap to Teacher Leadership that Works



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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	06/01/2016	06/30/2017	\$1000	General Fund	Grade Level representatives, Principal, Assistant Principals

### Strategy 3:

TPGES - Monitor and support the improvement of instructional practices through the implementation of TPGES. (AdvancEd 3.4)

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 using teacher self-reflections and student performance data.	Professional Learning	10/01/2016	05/15/2017	\$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 HMH Reading Inventory, Math Inventory, Study Island (language and social studies), Fountas and Pinnell Benchmark Assessments, and teacher created assessments.	Academic Support Program	08/01/2016	05/15/2017	\$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, postconference with teachers to discuss strengths and weaknesses, follow-up on professional growth goals.	Academic Support Program	08/09/2016	05/15/2017	\$0	No Funding Required	Principal and assistant principals

### Strategy 4:

Professional Learning Communities - Teachers will participate in collaborative learning communities to improve instruction and student learning. Topics will surround quality instruction, classroom management, data analysis, and action planning. (AdvancEd 3.5)

Category: Professional Learning & Support

Research Cited: Dufor and Eaker

Activity - PLCs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Conduct weekly PLC meetings by grade level and content area levels.	Professional Learning	08/09/2016	06/30/2017	\$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. Examples include College visits, guest speakers, Jeffers Bend, assemblies, gang prevention classes, Pennyroyal Arts Council, hosting student teachers and practicum students, etc.

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, local churches, and community Challenge Houses to provide support for students and families.	Community Engagement	07/01/2016	06/30/2017	\$0	No Funding Required	Principal

### Strategy 6:

Arts & Humanities/PLCS/Primary Program/World Language/Global Competencies - Provide students with opportunities to engage in fine arts, wellness, college and career preparation activities, world languages, and global competencies.

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.	Other - Wellness Policy , Policy and Process	08/09/2016	06/30/2017	\$0	No Funding Required	PE/Health Teacher, Principal

Activity - Collaboration to Integrate Content	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	08/09/2016	05/30/2017	\$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 reallocate resources to provide a Spanish course for students. This teacher will work to research a feasible curriculum, assist with World Language procedures, and engage community support in this endeavor.	Other - World Language Instruction , Community Engagement	07/01/2016	06/30/2017	\$2000	General Fund	Principal, specials teachers, classroom teachers

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Activity - Digital Literacy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MLK will reallocate resources to create a technology class for students to teach and support students in learning digital citizenship, digital literacy, and other global competencies.	Technology	07/01/2016	06/30/2017	\$60000	General Fund	Principal, technology teacher, SBDM

### Strategy 7:

College & Career Readiness - MLK will provide implement activities to promote college and career ready students.

Category: Career Readiness Pathways

Research Cited: Daggett (2011)

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	08/01/2016	05/30/2017	\$0	No Funding Required	Guidance, principal, 6th grade teachers

Activity - MLK is College Bound Trips	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MLK is College Bound Field Trips will take students to the college campuses of Murray State, Hopkinsville Community College, Western State Kentucky University, and Tennessee State University to provide an orientation to college. We will work together as a school with school community partners to plant the seed that college is a viable option.	Field Trip, Community Engagement, Career Preparation/Orientation	08/09/2016	12/21/2016	\$5000	General Fund	Grade level chairs, administration

## Goal 2: Increase the average combined reading and math proficient and Distinguished K-PREP scores for all students by 2019 as follows: MLK's students will increase from 34.0% to 53.8%.

### Measurable Objective 1:

demonstrate a proficiency of 40% of students reaching mastery of content by 06/01/2017 as measured by KPREP, MAP, SRI, and district benchmarks.

### Strategy 1:

Quality Instruction - Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations. (AdvancEd 3.3)

Category: Learning Systems

Research Cited: AdvancEd

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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	07/01/2016	06/30/2017	\$0	No Funding Required	Principal, IBC, Curriculum Specialist, Asst. Principal, Teachers
Activity - ELEOT Walkthroughs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor and support classroom instruction through the use of the ELEOT Walkthrough tool.	Professional Learning	08/09/2016	05/30/2017	\$0	District Funding	Administration
Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Support quality instruction through ongoing professional learning about what research says quality instruction should look like.	Professional Learning	07/01/2016	06/30/2017	\$500	General Fund	All certified staff
Activity - Implementation of High Impact/Hinge Point Instructional Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train and implement High Impact and Hinge Point instructional strategies for all classrooms.	Academic Support Program	07/01/2016	06/30/2017	\$1500	Title I Part A	Principal, curriculum specialists, assistant principals
Activity - Problem-Based Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train a small group of teachers and leadership on PBL and begin implementation.	Academic Support Program	07/01/2016	06/30/2017	\$0	District Funding	PBL teachers, curriculum specialist, and principal

### Strategy 2:

Curriculum Support - The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level. (AdvancED 3.1)

Category: Learning Systems

Research Cited: Shannon, G.S. & Bylsma, P. (2003) Nine Characteristics of High Performing Schools; AdvancEd

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	08/09/2016	06/30/2017	\$25000	Title I Part A	Principal, curriculum specialist, teachers (K-2)
<b>Activity - Reading in All Content Areas</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
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	08/01/2016	05/30/2017	\$0	No Funding Required	All core academic teachers
<b>Activity - Literacy Training</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Train K-6 teachers on literacy strategies for CCSS.	Professional Learning	08/09/2016	06/30/2017	\$1000	General Fund	Principal, IBC, Curriculum Specialist, Asst Principal
<b>Activity - Coaching</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
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	07/01/2016	06/30/2017	\$0	Other	IBC, Principal
<b>Activity - Preschool Collaboration</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
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	08/09/2016	06/30/2017	\$0	District Funding	Principal, Kindergarten, Preschool
<b>Activity - Parent Communication of Academic Progress</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
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	07/01/2016	06/30/2017	\$1000	General Fund	Principal, teachers, curriculum specialists
<b>Activity - Technology Based Instruction</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
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	08/01/2016	05/30/2017	\$0	District Funding	Principal, IBC, Curriculum Specialist, Teachers

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Activity - Engage NY	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase, train, and implement Eureka Math (*Engage NY) for all grade levels K-6.	Academic Support Program	07/01/2016	06/30/2017	\$5000	Title I Part A	Title I Coordinator, leadership, teams

Activity - Benchmark Literacy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase, train, and implement Benchmark Literacy Reading Program in grades (K-6).	Academic Support Program	07/01/2016	06/30/2017	\$15000	Title I Part A	SBDM, leadership, reading teachers

### Strategy 3:

Data Analysis - Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions. (AdvancEd 5.2)

Category: Learning Systems

Research Cited: AdvancEd

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	08/09/2016	05/30/2017	\$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	08/09/2016	05/30/2017	\$0	No Funding Required	Principal, BAC, Curriculum Specialist, IBC, 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 - Monitoring and Evaluation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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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
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Activity - Analysis of 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	08/09/2016	05/30/2017	\$500	General Fund	Principal, curriculum specialist, writing team

Activity - Student Data Binders	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use data binders with Grades 4-6 students to allow them to track their data and eventually host student-led conferences on their progress.	Academic Support Program	07/01/2016	05/30/2017	\$5000	Title I Part A	Leadership and teachers

### Goal 3: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 32.6% to 52.8% by 2019.

#### 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 06/30/2017 as measured by KPREP, RI, MI, and district benchmarks.

#### Strategy 1:

Data Driven Decision Making - Professional and support staff are trained in evaluation, interpretation, and use of data. (AdvancEd 5.3)

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	10/03/2016	06/30/2017	\$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
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Create and use student data binders. Leading up to student-led conferences.	Academic Support Program	08/09/2016	05/30/2017	\$5000	Title I Part A	Classroom teachers
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Activity - Monthly RTI Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Conduct monthly RTI meetings to address the needs of students in academic and behavioral interventions.	Professional Learning, Academic Support Program, Behavioral Support Program	08/09/2016	06/30/2017	\$0	Other	RTI Team, Principal, Teachers

### Strategy 2:

Effective Instruction - Teachers learn and embed research-based (best practices) into reading and math core instruction.(AdvancEd 3.3)

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	07/01/2016	06/30/2017	\$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	08/09/2016	05/30/2017	\$0	No Funding Required	Administration

### Strategy 3:

Response-to-Intervention - The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for success at the next level. (AdvancEd 5.4)

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, Math 180, Leveled Literacy Intervention, math Seeds, System 44, Study Island, Moby Max, Reading Eggs, Flocabulary).	Academic Support Program	08/09/2016	05/30/2017	\$0	District Funding	Principal, assistant principal, teachers



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Activity - Intervention Block	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Create a school-wide intervention block. Provide reteach and enrich for identified groups.	Academic Support Program	08/09/2016	05/30/2017	\$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.	Academic Support Program, Behavioral Support Program, Parent Involvement	08/09/2016	06/30/2017	\$0	No Funding Required	Intervention teachers
Activity - Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide tutoring for students before, during, and after-school to support At Risk students.	Academic Support Program	01/02/2017	05/01/2017	\$10000	Title I Part A	Principal, Title I coordinator, certified tutors

## Goal 4: Decrease the percentage of students novice in reading from 42.3% to 21% and math 29.6% to 15% by June 30, 2019

### Measurable Objective 1:

collaborate to reduce the percent of special education, free/reduced lunch, and African American Male novice readers by 12.5% by 06/30/2017 as measured by KPREP, RI, MI, and district benchmarks..

### (shared) Strategy 1:

Tailored Intervention - Academic services are researched, planned, and implemented to support learning for struggling learners. (AdvancEd 3.12)

Category: Learning Systems

Research Cited: Center for Response-to-Intervention

Activity - HMH Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Comprehensive School Improvement Plan

Martin Luther King Jr. Elementary School

Implement reading and mathematics interventions that align to the data received from RI/MI: Read 180, Math 180, Do the Math, Leveled Literacy Intervention. Progress monitor student progress through technology-based assessments and Easy CBM	Academic Support Program	08/09/2016	05/30/2017	\$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	01/02/2017	05/01/2017	\$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	08/09/2016	05/30/2017	\$0	No Funding Required	Principal, IBC, Curriculum specialist

Activity - Class Size Reduction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Hire additional teachers to reduce class sizes for larger classes and classes with high needs populations.	Class Size Reduction	07/01/2016	06/30/2017	\$200000	Title I Part A	SBDM

### Strategy 2:

Parent Engagement - We will engagement parents in their children's education and keep them informed of learning progress through parent conferences and parent training. (AdvancED 3.8)

Category: Other - Parent Involvement/Engagement

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. Send home parent communication of student progress frequently.	Parent Involvement	08/09/2016	05/30/2017	\$1000	General Fund	Principal, curriculum specialist, teachers

Activity - Family Nights-Parent Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Plan and hold Family Nights (Reading, Math, Learn and Earn, etc) to teach parents strategies of how to help their children learn at home.	Parent Involvement	07/01/2016	06/30/2017	\$3000	Title I Part A	Restructuring Team

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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	07/01/2016	06/30/2017	\$0	IBC, Principal
Monthly RTI Meetings	Conduct monthly RTI meetings to address the needs of students in academic and behavioral interventions.	Professional Learning, Academic Support Program, Behavioral Support Program	08/09/2016	06/30/2017	\$0	RTI Team, Principal, Teachers
<b>Total</b>					\$0	

### District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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	08/09/2016	05/30/2017	\$0	DAC, BAC, classroom teachers, Principal
Technology-Based Interventions	Purchase and provide technology-based interventions (Read180, Math 180, Leveled Literacy Intervention, math Seeds, System 44, Study Island, Moby Max, Reading Eggs, Flocabulary).	Academic Support Program	08/09/2016	05/30/2017	\$0	Principal, assistant principal, teachers
High Impact Instruction	Train and implement the Big 4 from High Impact Instruction.	Professional Learning	07/01/2016	06/30/2017	\$0	Principal, IBC, High Impact Team
ELEOT Walkthroughs	Monitor and support classroom instruction through the use of the ELEOT Walkthrough tool.	Professional Learning	08/09/2016	05/30/2017	\$0	Administration
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	08/01/2016	05/30/2017	\$0	Principal, IBC, Curriculum Specialist, Teachers

## Comprehensive School Improvement Plan

Martin Luther King Jr. Elementary School

HMH Interventions	Implement reading and mathematics interventions that align to the data received from RI/MI: Read 180, Math 180, Do the Math, Leveled Literacy Intervention. Progress monitor student progress through technology-based assessments and Easy CBM	Academic Support Program	08/09/2016	05/30/2017	\$0	Principal, curriculum specialist, special education teachers
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	08/09/2016	06/30/2017	\$0	Principal, Kindergarten, Preschool
Problem-Based Learning	Train a small group of teachers and leadership on PBL and begin implementation.	Academic Support Program	07/01/2016	06/30/2017	\$0	PBL teachers, curriculum specialist, and principal
<b>Total</b>					<b>\$0</b>	

### Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Class Size Reduction	Hire additional teachers to reduce class sizes for larger classes and classes with high needs populations.	Class Size Reduction	07/01/2016	06/30/2017	\$200000	SBDM
Tutoring	Provide tutoring for students in non-duplicated gap groups.	Academic Support Program	01/02/2017	05/01/2017	\$10000	Principal, tutors, curriculum specialist
Student Data Binders	Create and use student data binders. Leading up to student-led conferences.	Academic Support Program	08/09/2016	05/30/2017	\$5000	Classroom teachers
Family Nights-Parent Training	Plan and hold Family Nights (Reading, Math, Learn and Earn, etc) to teach parents strategies of how to help their children learn at home.	Parent Involvement	07/01/2016	06/30/2017	\$3000	Restructuring Team
Benchmark Literacy	Purchase, train, and implement Benchmark Literacy Reading Program in grades (K-6).	Academic Support Program	07/01/2016	06/30/2017	\$15000	SBDM, leadership, reading teachers
Engage NY	Purchase, train, and implement Eureka Math (*Engage NY) for all grade levels K-6.	Academic Support Program	07/01/2016	06/30/2017	\$5000	Title I Coordinator, leadership, teams
Tutoring	Provide tutoring for students before, during, and after-school to support At Risk students.	Academic Support Program	01/02/2017	05/01/2017	\$10000	Principal, Title I coordinator, certified tutors

## Comprehensive School Improvement Plan

Martin Luther King Jr. Elementary School

Implementation of High Impact/Hinge Point Instructional Strategies	Train and implement High Impact and Hinge Point instructional strategies for all classrooms.	Academic Support Program	07/01/2016	06/30/2017	\$1500	Principal, curriculum specialists, assistant principals
Foundations	Purchase, train, and implement the Foundations phonics program in all classes in grades K-2.	Academic Support Program	08/09/2016	06/30/2017	\$25000	Principal, curriculum specialist, teachers (K-2)
Professional Learning	MLK will engage in professional learning to gain knowledge of how to best support students who exhibit physical aggression, disciplining minority students, and understanding challenges of the impoverished.	Behavioral Support Program	06/01/2016	06/30/2017	\$1000	All staff members
Student Data Binders	Use data binders with Grades 4-6 students to allow them to track their data and eventually host student-led conferences on their progress.	Academic Support Program	07/01/2016	05/30/2017	\$5000	Leadership and teachers
<b>Total</b>					<b>\$280500</b>	

### General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Learning Communities	Support quality instruction through ongoing professional learning about what research says quality instruction should look like.	Professional Learning	07/01/2016	06/30/2017	\$500	All certified staff
Digital Literacy	MLK will reallocate resources to create a technology class for students to teach and support students in learning digital citizenship, digital literacy, and other global competencies.	Technology	07/01/2016	06/30/2017	\$60000	Principal, technology teacher, SBDM
Parent Communication of Academic Progress	Conduct parent-teacher conferences with 100% of parents notify them of student progress. Send home parent communication of student progress frequently.	Parent Involvement	08/09/2016	05/30/2017	\$1000	Principal, curriculum specialist, teachers
Restructuring Team	The Restructuring Team (Teachers and Leadership) will meet to problem solve challenges for MLK.	Policy and Process	06/01/2016	06/30/2017	\$1000	Grade Level representatives, Principal, Assistant Principals
MLK is College Bound Trips	MLK is College Bound Field Trips will take students to the college campuses of Murray State, Hopkinsville Community College, Western State Kentucky University, and Tennessee State University to provide an orientation to college. We will work together as a school with school community partners to plant the seed that college is a viable option.	Field Trip, Community Engagement, Career Preparation/Orientation	08/09/2016	12/21/2016	\$5000	Grade level chairs, administration

## Comprehensive School Improvement Plan

Martin Luther King Jr. Elementary School

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	07/01/2016	06/30/2017	\$1000	Principal, teachers, curriculum specialists
World Language	MLK will reallocate resources to provide a Spanish course for students. This teacher will work to research a feasible curriculum, assist with World Language procedures, and engage community support in this endeavor.	Other - World Language Instruction , Community Engagement	07/01/2016	06/30/2017	\$2000	Principal, specials teachers, classroom teachers
Intervention Block	Create a school-wide intervention block. Provide reteach and enrich for identified groups.	Academic Support Program	08/09/2016	05/30/2017	\$500	Principal, classroom teachers, curriculum specialist, IBC, intervention teachers
Literacy Training	Train K-6 teachers on literacy strategies for CCSS.	Professional Learning	08/09/2016	06/30/2017	\$1000	Principal, IBC, Curriculum Specialist, Asst Principal
Analysis of 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	08/09/2016	05/30/2017	\$500	Principal, curriculum specialist, writing team
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	07/01/2016	06/30/2017	\$3000	Principal, PBIS team
Data Room	Create and use a data room with individual student data in reading and math in Grades K-6.	Academic Support Program	10/03/2016	06/30/2017	\$1500	Principal, assistant principals, curriculum specialist, IBC
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
<b>Total</b>					<b>\$77500</b>	

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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## Comprehensive School Improvement Plan

Martin Luther King Jr. Elementary School

Parent Communication of Academic Progress	Create and send home progress monitoring reports.	Academic Support Program, Behavioral Support Program, Parent Involvement	08/09/2016	06/30/2017	\$0	Intervention teachers
Student Growth Goals	Collaborate with teachers to create SMART goals for student growth using HMH Reading Inventory, Math Inventory, Study Island (language and social studies), Fountas and Pinnell Benchmark Assessments, and teacher created assessments.	Academic Support Program	08/01/2016	05/15/2017	\$0	Teachers and Primary Evaluator
Wellness Committee	Create a school wellness committee to conduct a school needs assessment, create a wellness plan, and monitor the implementation of the plan.	Other - Wellness Policy , Policy and Process	08/09/2016	06/30/2017	\$0	PE/Health Teacher, Principal
Community Partnerships	Partner with the Pennyroyal Arts Council, local churches, and community Challenge Houses to provide support for students and families.	Community Engagement	07/01/2016	06/30/2017	\$0	Principal
Muli-tiered behavior supports	Activities include: Frequent communication on student progress through the multi-tiered behavior support system, parent conferences, referrals to support services within and outside of the district, ongoing monitoring of student data	Behavioral Support Program	07/01/2016	06/30/2017	\$0	Behavior interventionist , classroom teachers, principal
Collaboration to Integrate Content	Provide additional planning for arts and humanities and PL/CS teachers to collaborate with core content teachers.	Other - Collaboration	08/09/2016	05/30/2017	\$0	Principal, A&H, PL/CS teachers
Professional Growth Goals	Collaborate with teachers to create professional growth goals using teacher self-reflections and student performance data.	Professional Learning	10/01/2016	05/15/2017	\$0	Teachers and Primary Evaluators
Monitoring of Instruction	Administration will conduct classroom observations and provide feedback to teachers regarding instruction.	Professional Learning	08/09/2016	05/30/2017	\$0	Administration
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	08/01/2016	05/30/2017	\$0	Guidance, principal, 6th grade teachers
PLCs	Conduct weekly PLC meetings by grade level and content area levels.	Professional Learning	08/09/2016	06/30/2017	\$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	08/09/2016	05/30/2017	\$0	Principal, BAC, Curriculum Specialist, IBC, Teachers

## Comprehensive School Improvement Plan

Martin Luther King Jr. Elementary School

Classroom Observations	Conduct classroom observations in utilizing the Framework for Teaching Rubric, postconference with teachers to discuss strengths and weaknesses, follow-up on professional growth goals.	Academic Support Program	08/09/2016	05/15/2017	\$0	Principal and assistant principals
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	07/01/2016	06/30/2017	\$0	Principal, IBC, Curriculum Specialist, Asst. Principal, 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	08/01/2016	05/30/2017	\$0	All core academic teachers
Progress Monitoring	During PLCs, teachers will monitor student data and create action plans.	Professional Learning, Academic Support Program	08/09/2016	05/30/2017	\$0	Principal, IBC, Curriculum specialist
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
<b>Total</b>					\$0	



## **Phase II - KDE Assurances - Schools**

## **Introduction**

KDE Assurances - School

**Assurances**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

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

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

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

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

# Comprehensive School Improvement Plan

Martin Luther King Jr. Elementary School

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		

# Comprehensive School Improvement Plan

Martin Luther King Jr. Elementary School

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.	Yes		

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		

# Comprehensive School Improvement Plan

Martin Luther King Jr. Elementary School

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	<a href="http://images.pcmac.org/SiSFiles/Schools/KY/ChristianCounty/MartinLutherKingJrElem/Uploads/Forms/2015-2016_CSIP.pdf">http://images.pcmac.org/SiSFiles/Schools/KY/ChristianCounty/MartinLutherKingJrElem/Uploads/Forms/2015-2016_CSIP.pdf</a>	

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.	Yes		

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		

# Comprehensive School Improvement Plan

Martin Luther King Jr. Elementary School

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 II - 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 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.

**Strategy1:**

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	Funding Amount & Source	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	Funding Amount & Source	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	Funding Amount & Source	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

**Strategy2:**

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

Category: Human Capital Management

Research Cited:

# Comprehensive School Improvement Plan

Martin Luther King Jr. Elementary School

Activity - Restructuring Team	Activity Type	Begin Date	End Date	Funding Amount & Source	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

### Strategy3:

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

Category: Teacher PGES

Research Cited: Charlotte Danielson (2011)

Activity - Classroom Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	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

Activity - Professional Growth Goals	Activity Type	Begin Date	End Date	Funding Amount & Source	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	Funding Amount & Source	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

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

### Goal 1:

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.

### Strategy1:

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

# Comprehensive School Improvement Plan

Martin Luther King Jr. Elementary School

Category: Learning Systems

Research Cited:

Activity - Analyze 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.	Academic Support Program	08/05/2014	05/22/2015	\$0 - No Funding Required	Principal, IBC, Curriculum Specialists, Teachers, Asst. Principal

Activity - Writing Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	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

## Strategy2:

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	Funding Amount & Source	Staff Responsible
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 - Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	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 - Monitoring of Instruction	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 collection.	Other - Monitoring and Evaluation	08/01/2015	06/30/2016	\$0 - No Funding Required	Leadership Team

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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	07/01/2015	05/01/2016	\$0 - Other	Teachers, Principal, Curriculum Specialist, IBC, BAC

Activity - Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	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 - Reading in All 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.	Direct Instruction	08/01/2015	05/27/2016	\$0 - No Funding Required	All core academic teachers

Activity - Coaching	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	07/01/2015	06/01/2016	\$0 - Other	IBC, Principal

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 3-6. 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

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-6.	Class Size Reduction	08/17/2015	05/01/2016	\$120000 - Title I Part A	Principal

Activity - 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	09/01/2015	04/29/2016	\$140000 - Title I Part A	RTI Teachers, Classroom Teachers, Curriculum Specialist, Principal

# Comprehensive School Improvement Plan

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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 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 - Parent Communication of Academic Progress	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	08/01/2015	05/01/2016	\$1000 - General Fund	Principal, teachers, curriculum specialists

Activity - Literacy Training	Activity Type	Begin Date	End Date	Funding Amount & Source	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 - 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	07/01/2015	09/01/2015	\$0 - District Funding	Kindergarten teachers, guidance

Activity - Preschool 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	Academic Support Program	08/17/2015	06/01/2016	\$0 - District Funding	Principal, Kindergarten, Preschool

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, iRead, Read180, System 44, Reading Eggs, Flocabulary, etc).	Technology	08/01/2015	06/01/2016	\$0 - District Funding	Principal, IBC, Curriculum Specialist, Teachers

### Strategy3:

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

Category: Learning Systems

Research Cited:

# Comprehensive School Improvement Plan

Martin Luther King Jr. Elementary School

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	08/01/2015	06/01/2016	\$500 - General Fund	All certified staff members

Activity - 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 3-6.	Academic Support Program	11/09/2015	05/01/2016	\$0 - No Funding Required	Principal, BAC, Curriculum Specialist, IBC, 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 Tutoring	01/01/2015	05/01/2016	\$10000 - Title I Part A	Principal, Curriculum Specialist, IBC, Tutors

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 manipulative and the Smart Board.	Academic Support Program	08/01/2015	05/01/2016	\$500 - General Fund	Classroom Teachers

Activity - EngageNY Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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 - 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, 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 - Family Math Night	Activity Type	Begin Date	End Date	Funding Amount & Source	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

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Activity - Monitoring and Evaluation	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 collection.	Other - Monitoring and Evaluation	08/01/2015	06/30/2016	\$0 - No Funding Required	Leadership Team

Activity - Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	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 - Math Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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

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 grade K-6.	Class Size Reduction Academic Support Program	07/01/2015	06/01/2016	\$120000 - Title I Part A	Principal, SBDM Committee

## Goal 2:

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.

### Strategy1:

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 - Monitoring of Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	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



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Activity - High Impact Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	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

## Strategy2:

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 - Intervention Block	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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 - Technology-Based Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	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 - Parent Communication of Academic Progress	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Create and send home progress monitoring reports.	Parent Involvement Academic Support Program Behavioral Support Program	08/17/2015	06/30/2016	\$0 - No Funding Required	Intervention teachers

## Strategy3:

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 - Monthly RTI Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Conduct monthly RTI meetings to address the needs of students in academic and behavioral interventions.	Academic Support Program Behavioral Support Program Professional Learning	08/17/2015	06/30/2016	\$0 - Other	RTI Team, Principal, Teachers

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Activity - Student Data Binders	Activity Type	Begin Date	End Date	Funding Amount & Source	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 - Data Room	Activity Type	Begin Date	End Date	Funding Amount & Source	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

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

## Goal 1:

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.

## Strategy1:

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 - 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	07/01/2015	09/01/2015	\$0 - District Funding	Kindergarten teachers, guidance

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

## Goal 1:

Increase the average combined reading and math proficient and Distinguished K-PREP scores for all students by 2016 as follows: MLK's

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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.

## Strategy1:

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 - Preschool 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	Academic Support Program	08/17/2015	06/01/2016	\$0 - District Funding	Principal, Kindergarten, Preschool

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

## Goal 1:

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.

## Strategy1:

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;

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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 3-6. 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

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	07/01/2015	09/01/2015	\$0 - District Funding	Kindergarten teachers, guidance

Activity - Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	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 - 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	09/01/2015	04/29/2016	\$140000 - Title I Part A	RTI Teachers, Classroom Teachers, Curriculum Specialist, Principal

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, iRead, Read180, System 44, Reading Eggs, Flocabulary, etc).	Technology	08/01/2015	06/01/2016	\$0 - District Funding	Principal, IBC, Curriculum Specialist, Teachers

Activity - Literacy Training	Activity Type	Begin Date	End Date	Funding Amount & Source	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 - 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 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

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Activity - Reading in All 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.	Direct Instruction	08/01/2015	05/27/2016	\$0 - No Funding Required	All core academic teachers

Activity - Preschool 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	Academic Support Program	08/17/2015	06/01/2016	\$0 - District Funding	Principal, Kindergarten, Preschool

Activity - Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	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	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	07/01/2015	05/01/2016	\$0 - Other	Teachers, Principal, Curriculum Specialist, IBC, BAC

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-6.	Class Size Reduction	08/17/2015	05/01/2016	\$120000 - Title I Part A	Principal

Activity - Coaching	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	07/01/2015	06/01/2016	\$0 - Other	IBC, Principal

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Activity - Monitoring of Instruction	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 collection.	Other - Monitoring and Evaluation	08/01/2015	06/30/2016	\$0 - No Funding Required	Leadership Team

Activity - Parent Communication of Academic Progress	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	08/01/2015	05/01/2016	\$1000 - General Fund	Principal, teachers, curriculum specialists

Activity - Foundations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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)

## Strategy2:

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

Category: Learning Systems

Research Cited:

Activity - Writing Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	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	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.	Academic Support Program	08/05/2014	05/22/2015	\$0 - No Funding Required	Principal, IBC, Curriculum Specialists, Teachers, Asst. Principal

## Strategy3:

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

Category: Learning Systems

Research Cited:

# Comprehensive School Improvement Plan

Martin Luther King Jr. Elementary School

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	08/01/2015	06/01/2016	\$500 - General Fund	All certified staff members

Activity - Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	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 - Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	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 - Monitoring and Evaluation	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 collection.	Other - Monitoring and Evaluation	08/01/2015	06/30/2016	\$0 - No Funding Required	Leadership Team

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, 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 - Family Math Night	Activity Type	Begin Date	End Date	Funding Amount & Source	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 - EngageNY Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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

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Activity - Math Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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

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 manipulative and the Smart Board.	Academic Support Program	08/01/2015	05/01/2016	\$500 - General Fund	Classroom Teachers

Activity - 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 3-6.	Academic Support Program	11/09/2015	05/01/2016	\$0 - No Funding Required	Principal, BAC, Curriculum Specialist, IBC, 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 grade K-6.	Class Size Reduction Academic Support Program	07/01/2015	06/01/2016	\$120000 - Title I Part A	Principal, SBDM Committee

## Goal 2:

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.

### Strategy1:

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 - Intervention Block	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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



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Activity - Parent Communication of Academic Progress	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Create and send home progress monitoring reports.	Parent Involvement Academic Support Program Behavioral Support Program	08/17/2015	06/30/2016	\$0 - No Funding Required	Intervention teachers

Activity - Technology-Based Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	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

## Strategy2:

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 - Student Data Binders	Activity Type	Begin Date	End Date	Funding Amount & Source	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	Funding Amount & Source	Staff Responsible
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

Activity - Data Room	Activity Type	Begin Date	End Date	Funding Amount & Source	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

## Strategy3:

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)

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Activity - High Impact Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	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	Funding Amount & Source	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

The school identified specific strategies to address subgroup achievement gaps.

### Goal 1:

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.

### Strategy1:

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 - Intervention Block	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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 - Technology-Based Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	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

# Comprehensive School Improvement Plan

Martin Luther King Jr. Elementary School

Activity - Parent Communication of Academic Progress	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Create and send home progress monitoring reports.	Academic Support Program Parent Involvement Behavioral Support Program	08/17/2015	06/30/2016	\$0 - No Funding Required	Intervention teachers

## Strategy2:

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	Funding Amount & Source	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	Funding Amount & Source	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

## Strategy3:

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 - Student Data Binders	Activity Type	Begin Date	End Date	Funding Amount & Source	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	Funding Amount & Source	Staff Responsible
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

# Comprehensive School Improvement Plan

Martin Luther King Jr. Elementary School

Activity - Data Room	Activity Type	Begin Date	End Date	Funding Amount & Source	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

**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.**

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:**

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.

**Strategy1:**

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	Funding Amount & Source	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	Funding Amount & Source	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

# Comprehensive School Improvement Plan

Martin Luther King Jr. Elementary School

Activity - World Language	Activity Type	Begin Date	End Date	Funding Amount & Source	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

## Strategy2:

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)

Activity - Individual Learning Plans	Activity Type	Begin Date	End Date	Funding Amount & Source	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.

## 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:

Activity - Writing Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	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

## Comprehensive School Improvement Plan

Martin Luther King Jr. Elementary School

Activity - Analyze 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.	Academic Support Program	08/05/2014	05/22/2015	\$0 - No Funding Required	Principal, IBC, Curriculum Specialists, Teachers, Asst. Principal

# **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 sixth grade and is one of the largest elementary schools in Christian County. Our student population of 784 students is very diverse representing thirty-seven percent Caucasian, forty-five percent African American, nine percent Hispanic, and eight percent other. Students who qualify for Free/Reduced lunch make up eighty-nine percent of our student population.

MLK employs a diverse faculty and staff of one hundred three employees to meet the needs of a diverse, multi-cultural population. We currently have 3 KTIP teachers. Our SBDM hired an experienced principal in March 2014. She assumed the principal role on June 2, 2014.

MLK is now classified as a Needs Improvement School.

MLK has undergone a major transition with the redistricting as well as the addition of 6th grade that took place before the start of the 2015-2016 school year .

## **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 students 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, Reading Inventory, Math Inventory, Kindergarten Brigance Screener, district benchmark tests, 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 Interventions and Supports (PBIS) 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 stabilize 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:

- \*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.
- \*2015 Christian County Teacher of the Year: Leigh Ann Merrick
- \*2016 District Governor's Cup Winner
- \*2016 Increased achievement in reading and math
- \*2016 Reduced novice with our special education GAP group double digits in both reading and math
- \*2016 Proficient in Program Review
- \*2016 Recipient of Dollar General Literacy Foundation Grant

Areas for future improvement:

- \*MLK is classified as a "Needs Improvement" school.
- \*Reducing the percent of novice students we have in all areas, but specifically reading and math
- \*Increasing the percent of special education, males, African American students who are proficient and distinguished
- \*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.