

**Martin Luther King Jr. Elementary Schools
Comprehensive School Improvement Plan
2017 - 2018**

Understanding Continuous Improvement: Goals, Objectives, Strategies and Activities

Rationale: The development of goals and objectives to be obtained through strategies and activities is an essential component of executing a continuous improvement plan. In short, the Needs Assessment completed during Phase II expresses the school or district's CURRENT STATE, while goals, objectives, strategies and activities should succinctly plot the school or district's course to their DESIRED STATE. Here are the operational definitions of each:

Goal: Long-term target based on Kentucky Board of Education Goals. Schools may supplement with individual or district goals.

Objective: Short-term target to be attained by the end of the current school year.

Strategy: Research-based approach based on the 6 Key Core Work Processes designed to systematically address the process, practice or condition that the school/district will focus its efforts upon in order to reach its goals/objectives.

Activity: The actionable steps used to deploy the chosen strategy.

Key Core Work Processes: A series of processes that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

Guidelines for Building an Improvement Plan

- There are 5 required District Goals: Proficiency, Gap, Graduation rate, Growth, and Transition readiness.
- There are 4 required school-level goals:
For elementary/middle school: Proficiency, Gap, Growth, and Transition readiness.
For high school: Proficiency, Gap, Graduation rate, and Transition readiness.
- There can be multiple objectives for each goal.
- There can be multiple strategies for each objective.
- There can be multiple activities for each strategy.

1: Proficiency

State your **Proficiency Goal**

Goal 1:					
Martin Luther King Jr. Elementary will increase proficiency from 40.6% to 53.9% by June 2019.					
Which Strategy will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i>		Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i>		Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.	
<ul style="list-style-type: none"> KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment 		<ul style="list-style-type: none"> KCWP1: Design and Deploy Standards - Continuous Improvement Activities KCWP2: Design and Deliver Instruction - Continuous Improvement Activities KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities 			
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: MLK will increase the number of students scoring proficient or above in reading from 34.88 % to 40% as indicated by the End of Year District Standards Assessment (grades 2-6) by June 2018	KCWP 1: Design and Deploy Standards KCWP 2: Design and Drive Instruction	K-6 Literacy Cohort- Provide training for teacher leaders and Instructional Coaches to develop, implement, and support a district wide guided reading model at elementary and middle school levels.	DSA Proficiency F&P Levels RI Growth MI Growth Coaching Observations	5X plans and data monitoring will be reviewed and feedback provided	General
	KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data	Teachers Intentionally Learning Together (TILT): Literacy Academy - Robust classroom cultures, teacher teams who study to interpret standards and develop plans, students who engage in meaningful discussions. In order for our excellence to become systemic, we need to leverage the most effective instructional practices, putting teacher leaders at the center of engaging, relevant professional dialogues aimed at improving practice districtwide to benefit ALL students. TILT is the mechanism we will use to transfer knowledge and skills teachers need in order to help ALL students meet the cognitive demand of standards for 21st century success.	F&P Levels RI Growth DSA Proficiency Coaching observations Instructional Rounds data	5X plans and data monitoring will be reviewed and feedback provided 45-90-135-180 day cycle. See TILT calendar.	Grant Funded
	KCWP 6: Establishing Learning Culture and Environment	Professional Learning and Coaching: Content area teachers will be provided with training and resources in order to deliver instruction that matches the cognitive demand of the standards. Included in this strategy is resource development, job-embedded training, and coaching. Job	F&P Levels RI Growth DSA Proficiency Coaching observations	5X plans and data monitoring will be reviewed and feedback provided	

		embedded coaching follow up for K-6 Literacy Cohort and Literacy Academy TILT sessions.	Instructional Rounds data	45-90-135-180 day cycle.	
		Professional Learning Communities (PLCs): will be implemented district wide for whole-staff involvement in a process of intensive reflection upon instructional practices and desired student benchmarks, as well as monitoring of outcomes to ensure success. PLCs enable teachers to continually learn from one another via shared visioning and planning, as well as in-depth critical examination of what <i>does</i> and <i>doesn't</i> work to enhance student achievement.	F&P Levels RI Growth DSA Proficiency Coaching observations Instructional Rounds data	5X plans and data monitoring will be reviewed and feedback provided 45-90-135-180 day cycle.	No Funding Required
		Assessment Plan: Schools will develop assessment plans aligning to 5X monitoring utilizing consistent data points across the district	School Assessment Plans	5X plans and data monitoring will be reviewed and feedback provided 45-90-135-180 day cycle.	No Funding Required
		Attendance Matters: Attendance is monitored and students are recognized each grading period for perfect attendance	Attendance Records	Attendance reports generated by the attendance clerk.	General
		Curriculum Leadership Team: Monthly curriculum meetings led by the chief instructional officer and instructional staff focusing professional learning community data analysis and response protocols.	School teams engage in data-driven decision making to support quality instruction	Observations of school teams during CLT School Plans from CLT	No Funding Required
		Instructional Rounds: Instructional rounds are one of the most valuable tools that a school or district can use to enhance teachers' pedagogical skills and develop a culture of collaboration. The goal of instructional rounds isn't to provide feedback to the teacher being observed, although this is an option if the observed teacher so desires. Rather, the primary purpose is for observing teachers to compare their own instructional practices with those of the teachers they observe. The chief benefit of this approach resides in the discussion that takes place among observing teachers at the end of the observation as well as in subsequent self-reflection (Robert J. Marzano).	Instructional Rounds data School Plans based on Rounds data	Instructional Rounds problem of practice focused on improving instructional practice connected to 5X Monitoring plans 45-90-135-180 day cycle.	No Funding Required

Objective 2: MLK will increase the number of students scoring proficient or above in mathematics from 30.04% to 34.55% as indicated by the End of Year District Standards Assessment (grades 2-6) by June 2018	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Interpret Data KCWP 6: Establishing Learning Culture and Environment	Math Cohort K-6: Provide content and pedagogical instruction for teacher leaders and Instructional Coaches to develop, implement, and support district wide best-practices instruction in mathematics at elementary and middle school levels. Teachers Intentionally Learning Together (TILT): See Goal 1 - Objective 1 Professional Learning and Coaching: See Goal 1 - Objective 1 Professional Learning Communities (PLCs): See Goal 1 - Objective 1 Instructional Rounds: See Goal 1 - Objective 1 Attendance Matters: See Goal 1 - Objective 1 Curriculum Leadership Team: See Goal 1 - Objective 1	MI Growth DSA Proficiency Coaching observations Instructional Rounds data	5X plans and data monitoring will be reviewed and feedback provided 45-90-135-180 day cycle.	Grant Funded
Objective 3: MLK will increase teacher perception of parent/guardian support from <u>56%</u> to <u>70%</u> as measured by the Tell Survey in 2019	KCWP 5: Design, Align, and Deliver Support KCWP 6: Establishing Learning Culture and Environment				

2: Gap

State your **Gap Goal**

Goal 2: Martin Luther King Jr. Elementary will increase the percentage of non-duplicated gap students scoring proficient and distinguished from 28.3% to 52.8% by 2019.		
Which Strategy will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed</i>	Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>	Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

<p><i>below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none"> • KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy • KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment 	<ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards - Continuous Improvement Activities • KCWP2: Design and Deliver Instruction - Continuous Improvement Activities • KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities • KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities • KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities • KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities 	
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Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 1: MLK Jr. Elementary will decrease the achievement gap in reading for African-American, ELL, Free and Reduced lunch, and students with disabilities by 18.3% as indicated by EOY District Standards Assessments (grades 2-6) by June 2018.</p>	<p>KCWP2: Design and Deliver Instruction</p>	<p>School Wide PD- Jenson: Training delivered in monthly faculty meetings by Deep Dive school level leadership team</p>	<p>Observable implementation of Jensen strategies</p>	<p>Classroom Observations- Weekly</p>	<p>Title I</p>
	<p>KCWP4: Review, Analyze and Apply Data</p>	<p>Removing Barriers: Provide resources and support to address barriers to learning, including, but not limited to, transience, healthcare, and social workers in collaboration with stakeholders.</p>	<p>Increased access to support structures</p>	<p>District Meetings Collaborative Planning Sessions</p>	<p>General</p>
	<p>KCWP5: Design, Align and Deliver Support</p>	<p>Reading Night: Family involvement activity with a focus on reading instructional practices.</p>	<p>Increased participation Increased student learning</p>	<p>Parent and Teacher Surveys RI data CASE data</p>	<p>Title I</p>
	<p>KCWP6: Establishing Learning culture and Environment</p>	<p>PLC Cycle 1 Planning for Instruction: EL teachers will participate in cycle 1 of professional learning communities to provide job-embedded support to general education teachers as they plan for instruction for English Learners.</p>	<p>Participation in PLCs Classroom Observations</p>	<p>Observation Feedback</p>	<p>No Funding Required</p>
		<p>Mentee-Mentor: Staff mentors assigned to work with selected focus group of students.</p>	<p>Increase in staff student relationships Decrease in student behavior referrals</p>	<p>9 week mentor/mentee monitoring sheets data</p>	<p>General</p>
		<p>Equity: Teacher quality is the school factor that makes the greatest impact on student achievement. Consistent exposure to effective teachers can overcome obstacles to learning and close the achievement gap. Research concludes that "the effects of even a single ineffective teacher are ensuring enough to measurable at least four years later. Good teachers in subsequent grades boost achievement, but not enough to compensate for the effects of an earlier ineffective teacher" (Thompson & O'Quinn, 2001). District and school staff will complete the equity diagnostic as part of the CDIP process and follow guidance from the KDE and USDOE in determining</p>	<p>Equitable distribution of effective teachers</p>	<p>Staffing rosters Collaborative Planning</p>	<p>General Funds</p>

		a process to ensure the equitable distribution of effective teachers to schools with high populations of at-risk students.			
		Reading Intervention: System-wide reading intervention programs, professional learning, and coaching support will be provided by the district to all schools (READ 180, SYSTEM 44)	Improvement in Lexile scores	Quarterly implementation monitoring	Grant Funded
		Professional Learning Communities (PLCs): will be implemented district wide for whole-staff involvement in a process of intensive reflection upon instructional practices and desired student benchmarks, as well as monitoring of outcomes to ensure success. PLCs enable teachers to continually learn from one another via shared visioning and planning, as well as in-depth critical examination of what <i>does</i> and <i>doesn't</i> work to enhance student achievement.	Improvement in student achievement	Random PLC visits provided by administrative team to support 5X Plan follow through.	No Funding Required
Objective 2: MLK Jr. Elementary will decrease the achievement gap in mathematics for African-American, ELL Free and Reduced lunch, and students with disabilities by 17.4% as indicated by EOY District Standards Assessments (grades 2-6) by June 2018.	KCWP2: Design and Deliver Instruction KCWP4: Review, Analyze and Apply Data KCWP5: Design, Align and Deliver Support KCWP6: Establishing Learning culture and Environment	School Wide PD- Jenson: See Goal 2- Objective 1 Removing Barriers: See Goal 2 - Objective 1 PLC Cycle 1 Planning for Instruction: See Goal 2 - Objective 1 Equity: See Goal 2 - Objective 1 Math Intervention: System-wide reading intervention programs, professional learning, and coaching support will be provided by the district to all schools (MATH 180, Do the Math) Professional Learning Communities (PLCs): See Goal 2 - Objective 1.			
		Math/Science Night: Family involvement activity with a focus on math/science instructional practices.	Increased participation Increased student learning	Parent and Teacher Surveys MI data CASE data	Title I

3: Graduation rate

State your **Graduation rate** Goal

Goal 3:

<p>Which Strategy will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none"> • KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy • KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment 	<p>Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i></p> <ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards - Continuous Improvement Activities • KCWP2: Design and Deliver Instruction - Continuous Improvement Activities • KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities • KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities • KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities • KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities 	<p>Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1:					
Objective 2:					

4: Growth

State your **Growth Goal**

Goal 4:
80% of Martin Luther King, Jr. Elementary School K-6th students will meet their growth goal by 2019.

<p>Which Strategy will the school/district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>)</p> <ul style="list-style-type: none"> • KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy • KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment 	<p>Which Activities will the school/district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>)</p> <ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards - Continuous Improvement Activities • KCWP2: Design and Deliver Instruction - Continuous Improvement Activities • KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities • KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities • KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities • KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities 	<p>Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Baseline data will be collected to determine: the number of students achieving at least 1 year growth as measured by the Reading and in Grades 1-8.	See Goal 1 - Strategies See Goal 2 - Strategies	See Goal 1 - Measurable Objective 1 - Activities See Goal 2 - Measurable Objective 1 - Activities	See Measures of Success Goal 1 See Measures of Success Goal 2	See Progress Monitoring Goal 1 See Measures of Success Goal 2	See Funding Goal 1 and 2
Objective 2: Baseline data will be collected to determine: the number of students achieving at least 1 year growth as measured by the Reading Math Inventory in Grades 1-8.	See Goal 1 - Strategies See Goal 2 - Strategies	See Goal 1 - Measurable Objective 2 - Activities See Goal 2 - Measurable Objective 2 - Activities	See Measures of Success Goal 1 See Measures of Success Goal 2	See Progress Monitoring Goal 1 See Progress Monitoring Goal 2	See Funding Goal 1 and 2

5: Transition readiness

State your **Transition readiness** Goal

Goal 5:
Students in grade 5 will meet or exceed the transition readiness benchmark on KPREP by 2019.

<p>Which Strategy will the school/district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>)</p> <ul style="list-style-type: none"> • KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy • KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment 	<p>Which Activities will the school/district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>)</p> <ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards - Continuous Improvement Activities • KCWP2: Design and Deliver Instruction - Continuous Improvement Activities • KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities • KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities • KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities • KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities 	<p>Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 1: Students in grade 5 will meet or exceed the transition readiness benchmark on KPREP by 2019.</p>	<p>KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment</p>	<p>See Goal 1 - Measurable Objective 1 - Activities See Goal 2 - Measurable Objective 1 - Activities</p> <p>Social Studies: Continue formally established protocols for completing Literacy Design Collaborative through-course tasks with social studies teachers K-12. Teachers will design, plan, and implement a LDC task, and will attend a day together to follow a protocol for student work analysis.</p> <p>Writing: Teachers K-12 engaged in foundational learning experiences to prepare for the development of a district-wide vision for writing across all content areas to meet the demand of standards (Literacy Design Collaborative, KAS ELA and Content Literacy Standards, TCT for Science). Moving forward, additional professional learning opportunities will be provided through TILT to support teacher acquisition of skills needed to teach students 21st century literacy skills.</p> <p>Science: Continue formally established protocols for completing Through Course Tasks with science teachers K-12. Teachers will plan and implement at least two TCTs and will attend one to two days together to follow a protocol for student work analysis.</p>	<p>See Goal 1 - Measures of Success See Goal 2 - Measures of Success Composite Score on KPREP</p>	<p>See Goal 1 - Progress Monitoring See Goal 2 - Progress Monitoring Through Course Task Work</p>	<p>See Goal 1 - Funding See Goal 2 - Funding Grant Funding</p>
<p>Objective 2:</p>		<p>College and Career Days: Continue district college day and a district career day where activities are planned to emphasize the importance of college and career (P-12) in all schools and district divisions/services</p>			

		Project Based Learning: Continue to support and develop a cohort of teachers proficient in PBL to support instruction integrating 21st Century skills.	Teacher participation Student projects Showcases	Professional Learning Observations	Grant Funding

6: Other (optional)

State your **Other Goal** (optional)

Goal 6: TELL Survey and Studer Group work					
Which Strategy will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i>		Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i>		Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.	
<ul style="list-style-type: none"> KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment 		<ul style="list-style-type: none"> KCWP1: Design and Deploy Standards - Continuous Improvement Activities KCWP2: Design and Deliver Instruction - Continuous Improvement Activities KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities 			
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1:					
Objective 2:					

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