EVERY CHILD

PROFICIENT & PREPARED FOR
**S U C C E S S**

KENTUCKY DEPARTMENT OF EDUCATION

# Comprehensive School Improvement

# Plan

# Martin Luther King Jr. Elementary School

## Christian County School District

Tim McGinnis, Principal
14405 Martin Luther King Way
Hopkinsville, KY 42240-8104

# TABLE OF CONTENTS

# 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 2014.  The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools.
Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

# Executive Summary

# Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning. <br><br> 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 doors in August of 2007 following the merger of two other elementary schools. Our students and staff were greeted with a new state of the art building. MLK is located in Christian County, Kentucky, just off the Martin Luther King, Jr. bypass.  MLK's student base is comprised of students from inner city neighborhoods, rural homes, four public housing areas, two trailer parks, and other low socio-economic, culturally disadvantaged homes within the county.

Martin Luther King, Jr. Elementary serves students in preschool-fifth grade and is the largest elementary school in Christian County. Our student population of 730 students is very diverse representing thirty-nine percent Caucasian, forty-five percent African-American, eleven percent Hispanic, and five percent other. Our free/reduced lunch is ninety-one percent. MLK employs a diverse faculty and staff to meet the needs of a diverse, multi-cultural population.

# 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 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 talented 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 K-PREP, MAP scores, KG Screener, and common assessments. Goals and strategies are based upon best practices for literacy and mathematics to support performance standards in order to meet state accountability measures.

# 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 accomplishments include:

* 2011 Met 100% of overall AYP goals for NCLB, no longer in TIER status.
* 2010 Met 100% of overall AYP goals for NCLB for first time.
* MLK is the only elementary school in Christian County offering Spanish as a foreign
   language.
* 2012 first place winner in Performing Arts at 4-H District Contest.
* 2012 three students placed 1st, 2nd, and 3rd in local Child Abuse Prevention Poster
   Contest.
*  2012 MLK's STLP group was awarded "Gold School" Status.
*  2011 MLK Academic Team had four students place in top four to advance to Regional
   Governor's Cup.
*  2011 second and third place winners in District Speech Contest.

Areas for improvement for the future:
*  MLK is classsified as a "Needs Improvement" School.
*  MLK's ranking is at the 8th percentile.
*  MLK scores are below the district and state elementary averages.

# 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 development of the CSIP was a collaborative process that included all stakeholders of the school.  Planning and needs assessment was conducted by subcommittee teams in developing of the school goals from review of K-PREP data, MAP scores, KG Screener, and common assessments. The SBDM Council approved the school goals and subcommittee teams identified specific research-based strategies and activities to support the goals. Following the district review, the final CSIP Plan will be submitted to the SBDM Council on January 28, 2013 for approval.

# KDE Needs Assessment

# Introduction

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

# Data Analysis

**What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you? What does the data/information not tell you?**

School leadership and committee teams reviewed the data collected from K-PREP, MAP data, KG Screener, SIG (RTI) data, and non-cognitive data.

The data tells us:

K-PREP data -- MLK is classified as a Needs Improvement School with an overall score of 44 and percentile rank of 8. MLK scored below the state and district in the three categories of achievement, gap, and growth. High percentage of students scoring at novice and apprentice performance levels. Achievment data: Reading: 42% novice, 29% apprentice, 23.4% proficient, 6.7% distinguished. Math: 23.9% novice, 47.8% apprentice, 23.5% proficient, 4.7% distinguished. Science: 8.9% novice, 35.6% apprentice, 43.3% proficient, 12.2% distinguished. Social Studies:  10.6% novice, 37.9% apprentice, 48.5% proficient, 3% distiguished. Writing: 19.7% novice, 59.1% apprentice, 19.7% profcient, 1.5% distinguished. Language Mechanics: 26.7% novice, 34.4% apprentice, 21.1% proficient, 17.8% distinguised. Combined reading and math growth at 38.9.  GAP NAPD: Reading-27.3, math-26.9, Science-51.8, Social Studies-51.7, Writing-18.3, Language Mechanics-37.3

KG Screener -- 89% of students entering kindergarten are unprepared.

Winter 2012 MAP Growth:

Reading (percent meeting projected growth): 1st - 83%, 2nd - 40.4%, 3rd - 69.3%,

4th - 56.5%, 5th - 54.9%.

Math (percent meeting projected growth): 1st - 64.3%, 2nd - 31.7%, 3rd - 62.5%,

4th - 56%, 5th - 43.9%.

The data does not tell us:

-K-PREP data does not provide item analysis to determine individual strengths and weaknesses.

-Data does not provide information speciifc to RTI program with regards to identification, monitoring, and interventions for tiered services.

-Data does not reflect how well curriculum, instruction, and assessment are being implemented to address KCAS.

# 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?**

Strengths noted: Increase in the percentage number of students progressing to less intensive tiered intervention as a result of additional interventionists and flexible scheduling to maximize time of other instructional support staff. Fewer students being referred for special education services as a result of RTI process. Student growth is evident on MAP assessment as a result of emphasis on quality instruction within PLC process. Actions for sustaining growth include continued emphasis on progress monitoring and analysis of data to ensure adequate growth,  training on using data and rubrics to help students set goals, assess and monitor own progress, and alignment of curriculum, instruction, and assessment to KCAS.

# Opportunities for Improvement

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

Opportunities for improvement include:

--Continued emphasis on progress monitoring and analysis of data with training and support so that needs of studnets are adequately diagnosed and address appropriately through instructiona and interventions.

--Frequently assess students to ensure adequate growth --MAP benchmark assessments three  times during the year and weekly progress monitoring with AIMSweb.

--Continued focus on reducing percentage of students at novice and apprentice performance levels while increasing percentage number of students at proficient/distinguished levels

--Need to increase rigor of core instruction and provide more effective interventions at Tier I level.

--Need to ensure that instruction and curriculum are aligned to KCAS.

# Conclusion

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

Next Steps:

-Curriculum leaders provide training for teachers to better understand how to interpret MAP data and how it relates directly to instruction.

-Curriculum leaders coach teachers on quality instruction and differentiation strategies through PLC process.

-School leadership and teachers use systematic process to formally analyze student achievement of gap groups and use data to design appropriate instruction for student needs.

-Professional development for teachers on effective questioning and discussion techniques to help students  problem solve and think critically through Kentucky Leadship Networks.

-Professional development for teachers through Early Childhood Literacy Initiatives.

-Professional development for teachers through Kentucky Leadership Networks to address curriculum and assessment alignment.

-Curriculum leaders train teachers on how to better understand K-PREP data with regards to achievement, growth, and gap.

# 2012-2013 CSIP

# Overview

**Plan Name**

2012-2013 CSIP

**Plan Description**

School Improvement Plan

# 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 | To increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap from 27.1% in 2012 to 63.6% in 2017. | Objectives: 1<br>Strategies: 4<br>Activities: 12 | Academic | $31500 |
| 2 | To increase the average combined reading and math K-PREP scores for 3rd, 4th, and 5th grade students from 28.6% to 64.3% in 2017. | Objectives: 1<br>Strategies: 7<br>Activities: 25 | Academic | $81500 |

# Goal 1: To increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap from 27.1% in 2012 to 63.6% in 2017.

**Measurable Objective 1:**

35% of Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will demonstrate a proficiency in Mathematics and in English Language Arts by 05/31/2013 as measured by K-PREP.

**Strategy 1:**

Best Practices and Sustainability - Leadership will provide specific feedback to teachers on implementation of best practices based on student data to create a culture of fidelity and sustainability.

Research Cited: Through the work of Professional Learning Communities (PLC), leadership, teachers, and staff will identify and plan utilization of best practices based on work of the Priority Schools, Education Recovery (ER) staff, and other Gap Strategies and ensure classroom strategies are implemented with fidelity and effective in closing gaps and improving student outcomes.

| 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 assessment systems.. | Policy and Process | 08/01/2012 | 05/31/2013 | $0 | No Funding Required | Principal Curriculum Specialists Teachers |

| Activity - Quality Instruction | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Principal and curriculum leaders will coach teachers on use of best practices for instruction and assessment through PLC process relative to the data. | Academic Support Program | 08/01/2012 | 05/31/2013 | $0 | No Funding Required | Principal Curriculum Leaders |

| Activity - Research-based Interventions | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Curriculum leaders and RTI team will develop a bank of intervention strategies that are research-based and matched to individual student needs with tools to monitor effectiveness. | Academic Support Program | 08/01/2012 | 05/31/2013 | $0 | No Funding Required | Curriculum Leaders RTI Team |

| Activity - Coaching and Support | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| School leadership will monitor and evaluate instructional practices to provide feedback to teachers on implementation based on student data. | Policy and Process | 08/01/2012 | 05/31/2013 | $0 | No Funding Required | Principal Curriculum Leaders |

**Strategy 2:**

Professional Development for Closing Gaps - Leadership will ensure consistent delivery process based on effective implementation practices, effective adult learning strategies, evaluation of the delivery, evaluation of on-going implementation and improvement cycle analysis to promote sustainability.

Research Cited: Professional development will be focused, directly supporting student outcomes through highly effective engagement and learning strategies.

| Activity - MAP Training | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Training will be provided to teachers in order to interpret MAP growth data in reading and math and how that it impacts classroom instruction. | Professional Learning | 08/01/2012 | 05/31/2013 | $0 | No Funding Required | Principal Guidance Curriculum Leaders |

| Activity - Book Study | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| School leadership will participate in book study professional development on the book, "The Secrets and Simple Truths of High-Performing School Cultures" by Cathy Lassiter. | Professional Learning | 01/03/2013 | 05/31/2013 | $300 | Title I SIG | School Leadership |

| Activity - Book Study | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers will participate in book study professional development on the book, "Teaching with Poverty in Mind" by Eric Jensen. | Professional Learning | 01/03/2013 | 08/30/2013 | $1200 | Title I SIG | Teachers Curriculum Leaders School Leadership Team |

**Strategy 3:**

Progress Monitoring - Through the work of PLCs and grade level/team meetings, all classroom teachers will be trained on how to utilize data  and progress monitor based on district and state Kentucky System of Interventions (KSI/RTI) guidelines.

Research Cited: Kentucky System of Interventions (KSI/RTI) guidelines.

| Activity - Progress Monitoring | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Train teachers on how to use data points to identify students for RTI and what programs and interventions are available for use with students in the RTI program. | Professional Learning | 08/01/2012 | 05/31/2013 | $0 | No Funding Required | Curriculum Leaders Principal RTI Team |

| Activity - RTI Process | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|

| School leadership will regularly monitor implementation of school RTI plan and use data to guide implementation progress and ensure fidelity of plan. (Resources for plan: AIMSWEB, intervention tools, technology, etc.) | Policy and Process | 08/01/2012 | 05/31/2013 | $30000 | Title I SIG | Principal Curriculum Leaders RTI Team |

**Strategy 4:**

Consolidated Planning - School leadership will monitor and work with staff on the identification of data goals and provide frequent monitoring of the CSIP plan.

Consolidated planning will intentionally address the instructional needs of students in the gap subgroups.

Research Cited: The instructional needs of students in the Gap subgroups including ELL and SWD students will be addressed through Consolidated Planning.

Developing plans in this manner will meet multiple goals (2, 4, 6, 7 and 8) of the Guidelines for Closing Gaps for All Children as identified by the Commissionerâs Raising Achievement/Closing Gaps Council.

| Activity - Professional Learning Support Plan | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| The school leadership and SBDM will develop an action plan to address PD needs of staff relative to data, such as assessment, quality instruction, effective classroom management, corrective feedback and de-escalation. (KyCID/PBS) | Professional Learning | 08/01/2012 | 05/31/2013 | $0 | No Funding Required | School Leadership Team SBDM Coucil |

| Activity - Persistent to GraduationTool | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| School leadership will utilize the Persistent to Graduation Tool to identify gap/at-risk student groups by reviewing barriers to learning, such as non-cognitive data for attendance, behavior and retention. | Policy and Process | 08/01/2012 | 08/30/2013 | $0 | No Funding Required | School Leadership Team |

| Activity - Data Analysis | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| The school leadership will use data to regularly evaluate the schoolâs goals and make adjustments to support the school vision and mission for continuous improvement with achievement and closing gaps. | Policy and Process | 08/01/2012 | 05/31/2013 | $0 | No Funding Required | School Leadership Team |

# Goal 2: To increase the average combined reading and math K-PREP scores for 3rd, 4th, and 5th grade students from 28.6% to 64.3% in 2017.

**Measurable Objective 1:**
34% of Third, Fourth and Fifth grade students will demonstrate a proficiency in English Language Arts and in Mathematics by 05/31/2013 as measured by K-PREP.

**Strategy 1:**
Curriculum and Assessment Alignment - Martin Luther King, Jr. Elementary will utilize the Leadership Networks to build capacity to implement the KCAS in each classroom.

Research Cited: Instruction and assessment should be aligned to KCAS in order to provide students with access and opportunity to be proficient and college-and-career ready.

| Activity - Curriculum/Assessment Alignment | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Curriculum, Instructional and Assessment (CIA) Team will align curriculum to identify gaps and make necessary adjustments. | Policy and Process | 08/01/2012 | 05/31/2013 | $500 | Title I Schoolwide | CIA Team Principal Curriculum Leaders |

| Activity - Curriculum/Assessment Alignment Training | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Provide training within PLC to teachers on addressing curriculum/instructional gaps and congruency of learning targets, activities, and assessments to effectively implement KCAS in each classroom. | Professional Learning | 08/01/2012 | 05/31/2013 | $1500 | Title I Schoolwide | Curriculum Leaders Principal |

| Activity - Curriculum/Assessment Alignment | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Principal and curriculum leaders will monitor the implementation of the KCAS within classrooms and provide feedback and input for implementation throughout the year. | Policy and Process | 08/01/2012 | 05/31/2013 | $0 | No Funding Required | Principal Curriculum Leaders |

**Strategy 2:**

Continuous Instructional Improvement System (CIITS) - Provide a system of support for classroom instruction which includes developing a common understanding for what is required to fully implement the core academic standards.  Provide clear expectations to all teachers regarding accountability as well as offering staff development opportunities for teachers to fully support student learning and how this relates to increasing the number of students who are college-and-career-ready.

Research Cited: School Imporvement Network

| Activity - CIITS Training | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers will be trained on the use of CIITS for instructional planning, creation and sharing of instructional resources, and analysis of data and reporting. | Professional Learning | 08/01/2012 | 05/31/2013 | $4500 | District Funding | CIITS Coaches Curriculum Leaders |

| Activity - Data Analysis | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| School leadership and curriculum leaders will use CIITS to analyze student level data for teachers and school-wide instructional improvements. | Policy and Process | 08/01/2012 | 06/28/2013 | $0 | No Funding Required | Principal Curriculum Leaders |

**Strategy 3:**

KSI/RTI - Utilize the Kentucky System of Interventions (KSI) as a diagnostic and formative data framework to gain understanding of what students know and do not know in order to address the individual learning needs of all students; integrating assessment and intervention to maximize student achievement.

Research Cited: Kentucky System of Interventions Guidelines

| Activity - RTI Reviews | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| The schoolâs SIS team will meet monthly with teachers to communicate about RtI implementation progress, review data, and problem solve barriers to implementation. | Policy and Process | 08/01/2012 | 05/31/2013 | $0 | No Funding Required | SIS Team Teachers |

| Activity - Quality Instruction | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Curriculum leaders will provide ongoing coaching to teachers on use of newly learned skills and best practices in support of a continuous improvement cycle for students across all tiers in the RTI program | Professional Learning | 08/01/2012 | 05/31/2013 | $0 | No Funding Required | Curriculum Leaders |

| Activity - Research-based Interventions | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Students not performing at grade level standards or not meeting benchmark will receive research-based interventions by highly qualified staff and interventionists. | Academic Support Program | 08/01/2012 | 06/28/2013 | $55000 | Title I Schoolwide | Teachers Interventionists |

**Strategy 4:**

Literacy Initiative - To be college and career ready, students must be proficient in reading and writing and possess advanced literacy skills. Without literate students, learning cannot take place.

Research Cited: The Kentucky Literacy Partnership defines literacy as the creative and analytical processes required to produce and comprehend multiple text forms (i.e., oral, written and visual) and includes reading, writing and listening/speaking.

| Activity - Literacy Training | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Provide teachers training on evidence-based passages close reading with students to develop critical reading and thinking skills. | Academic Support Program | 02/01/2013 | 09/30/2013 | $500 | Title I Schoolwide | Principal Curriculum Leaders |

| Activity - Instructional Resources | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Provide teachers with resources to support complexity of texts and technical reading materials so that students are engaged in rigorous and relevant instruction. | Academic Support Program | 08/01/2012 | 05/31/2013 | $10000 | School Council Funds | Principal Curriculum Leaders |

| Activity - Literacy Training | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Consult Kentucky Leadership Network, WKEC, KYâs Literacy Plan to provide research-based professional development for literacy supports including reading, writing, speaking and listening. | Professional Learning | 01/01/2013 | 08/30/2013 | $1500 | Title I Schoolwide | Principal Curriculum Leaders |

| Activity - Data Analysis | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers will meet in PLC to analyze student reading data and learning to determine gap and instructional improvements. | Policy and Process | 08/01/2012 | 05/31/2013 | $0 | No Funding Required | Teachers Curriculum Leaders |

| Activity - Questioning Strategies | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Train teachers on the use of effective questioning strategies and techniques to advance student learning and thinking. | Professional Learning | 08/01/2012 | 05/31/2013 | $0 | No Funding Required | Curriculum Leaders Principal |

**Strategy 5:**

Math Initiative - In developing mathematical proficiency, it is important that our students are numerate in their understanding of the quantitative, verbal and symbolic aspects of number.

Research Cited: The Kentucky Math Initiative provides a strategic plan for educators to ensure students in grades K-8 become proficient with the mathematical content and practices in the Kentucky Core Academic Standards (KCAS).

| Activity - Data Analysis | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers will meet in PLC to analyze student math data and learning to determine gaps and instructional improvements. | Policy and Process | 08/01/2012 | 05/31/2013 | $0 | No Funding Required | Teachers Curriculum Leaders Principal |

| Activity - Math Training | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Train teachers on the use of effective instructional practices to address depth of understanding and application of the basic mathematical skills. | Professional Learning | 08/01/2012 | 05/31/2013 | $0 | No Funding Required | Curriculum Leaders Principal |

| Activity - Math Training | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Consult with KCM, WKEC, and Kentucky Leadership Networks to provide research-based professional development for mathematical practices and interventions. | Professional Learning | 01/01/2013 | 08/30/2013 | $1500 | Title I Schoolwide | Principal Curriculum Leaders |

# Comprehensive School Improvement Plan

Martin Luther King Jr. Elementary School

| Activity - Instructional Resources | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Provide teachers with resources aligned to KCAS to support mathematic practices, instruction, and interventions. | Academic Support Program | 08/01/2012 | 05/31/2013 | $5000 | Title I SIG | Principal Curriculum Leaders |

## Strategy 6:

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

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

| Activity - Transition Data Review | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| School leadership and guidance will gather and review any transition data from Early Childhood providers for incoming kindergarten learners. | Policy and Process | 05/01/2013 | 09/30/2013 | $0 | No Funding Required | Guidance Principal |

| Activity - Collaboration | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| School leadership and teachers will collaborate with early childhood community and parents of incoming kindergarten students to share school readiness criteria. | Policy and Process | 04/01/2013 | 08/30/2013 | $0 | No Funding Required | Principal Guidance Teachers |

| Activity - BRIGANCE Testing | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers will assess all kindergarteners at school entry with the common statewide screener (BRIGANCE). | Academic Support Program | 08/01/2012 | 09/30/2013 | $500 | Title I Schoolwide | Teachers Guidance Principal |

| Activity - Kindergarten Learning Profiles | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| School leadership and teachers will analyze data from the screener, data from prior settings, and other multiple assessments to create learning profiles for kindergarten students. | Policy and Process | 08/01/2012 | 09/30/2013 | $0 | No Funding Required | Teachers Guidance Principal |

| Activity - Early Learning Leadership Networks | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teacher-leaders participate in the Early Learning Leadership Networks (ELLN) for professional development on implementing strategies for K-3 student learning outcomes. | Professional Learning | 07/01/2013 | 05/30/2014 | $1000 | Title I Schoolwide | Teachers Principal Curriculum Leaders |

## Strategy 7:

Program Review - Program reviews will be used to improve the quality of teaching and learning, to allow all students access to and opportunity to progress in the skills

that will enable them to demonstrate proficiency beyond paper and pencil tests, and be ready for college and career, ensuring a school-wide natural integration of program skills across all contents areas.

Research Cited: Collection and Use of Data for School Improvement -- Programs Reviews

| Activity - Quality Instruction | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| School leadership will train all staff on the purpose and process for Program Reviews in implementing high quality instructional programs with emphasis on rubric development across all disciplines. Follow-up provided through PLCs. | Professional Learning | 08/01/2012 | 05/31/2013 | $0 | No Funding Required | Principal Curriculum Leaders |

| Activity - Curriculum, Assessment and Alignment | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers will review results of the arts & humanities, practical living/career studies, writing, and primary program reviews and make improvements followed by monitoring. | Policy and Process | 08/01/2012 | 05/31/2013 | $0 | No Funding Required | Teachers Principal |

| Activity - Program Review Monitoring | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Program review team members will meet periodically to identify appropriate evidence and calibrate evidence for ratings as well as identify gaps in particular program areas to determine next steps for continuous improvement. | Policy and Process | 08/01/2012 | 05/31/2013 | $0 | No Funding Required | PR Team Members Principal |

# Activity Summary by Funding Source

**Below is a breakdown of your activities by funding source**

### School Council Funds

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---|---|---|---|---|---|---|
| Instructional Resources | Provide teachers with resources to support complexity of texts and technical reading materials so that students are engaged in rigorous and relevant instruction. | Academic Support Program | 08/01/2012 | 05/31/2013 | $10000 | Principal Curriculum Leaders |
| | | | | **Total** | $10000 | |

### No Funding Required

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---|---|---|---|---|---|---|
| Quality Instruction | Principal and curriculum leaders will coach teachers on use of best practices for instruction and assessment through PLC process relative to the data. | Academic Support Program | 08/01/2012 | 05/31/2013 | $0 | Principal Curriculum Leaders |
| MAP Training | Training will be provided to teachers in order to interpret MAP growth data in reading and math and how that it impacts classroom instruction. | Professional Learning | 08/01/2012 | 05/31/2013 | $0 | Principal Guidance Curriculum Leaders |
| Kindergarten Learning Profiles | School leadership and teachers will analyze data from the screener, data from prior settings, and other multiple assessments to create learning profiles for kindergarten students. | Policy and Process | 08/01/2012 | 09/30/2013 | $0 | Teachers Guidance Principal |
| Data Analysis | School leadership and curriculum leaders will use CIITS to analyze student level data for teachers and school-wide instructional improvements. | Policy and Process | 08/01/2012 | 06/28/2013 | $0 | Principal Curriculum Leaders |
| Data Analysis | Teachers will meet in PLC to analyze student math data and learning to determine gaps and instructional improvements. | Policy and Process | 08/01/2012 | 05/31/2013 | $0 | Teachers Curriculum Leaders Principal |
| Progress Monitoring | Train teachers on how to use data points to identify students for RTI and what programs and interventions are available for use with students in the RTI program. | Professional Learning | 08/01/2012 | 05/31/2013 | $0 | Curriculum Leaders Principal RTI Team |
| Program Review Monitoring | Program review team members will meet periodically to identify appropriate evidence and calibrate evidence for ratings as well as identify gaps in particular program areas to determine next steps for continuous improvement. | Policy and Process | 08/01/2012 | 05/31/2013 | $0 | PR Team Members Principal |

# Comprehensive School Improvement Plan

Martin Luther King Jr. Elementary School

| Curriculum, Assessment and Alignment | Teachers will review results of the arts & humanities, practical living/career studies, writing, and primary program reviews and make improvements followed by monitoring. | Policy and Process | 08/01/2012 | 05/31/2013 | $0 | Teachers Principal |
|---|---|---|---|---|---|---|
| Data Disaggregation | School leadership and teachers will analyze student achievement by gap groups, relative to state, district and school assessment systems.. | Policy and Process | 08/01/2012 | 05/31/2013 | $0 | Principal Curriculum Specialists Teachers |
| Questioning Strategies | Train teachers on the use of effective questioning strategies and techniques to advance student learning and thinking. | Professional Learning | 08/01/2012 | 05/31/2013 | $0 | Curriculum Leaders Principal |
| Curriculum/Assessment Alignment | Principal and curriculum leaders will monitor the implementation of the KCAS within classrooms and provide feedback and input for implementation throughout the year. | Policy and Process | 08/01/2012 | 05/31/2013 | $0 | Principal Curriculum Leaders |
| Research-based Interventions | Curriculum leaders and RTI team will develop a bank of intervention strategies that are research-based and matched to individual student needs with tools to monitor effectiveness. | Academic Support Program | 08/01/2012 | 05/31/2013 | $0 | Curriculum Leaders RTI Team |
| Transition Data Review | School leadership and guidance will gather and review any transition data from Early Childhood providers for incoming kindergarten learners. | Policy and Process | 05/01/2013 | 09/30/2013 | $0 | Guidance Principal |
| Quality Instruction | Curriculum leaders will provide ongoing coaching to teachers on use of newly learned skills and best practices in support of a continuous improvement cycle for students across all tiers in the RTI program | Professional Learning | 08/01/2012 | 05/31/2013 | $0 | Curriculum Leaders |
| Professional Learning Support Plan | The school leadership and SBDM will develop an action plan to address PD needs of staff relative to data, such as assessment, quality instruction, effective classroom management, corrective feedback and de-escalation. (KyCID/PBS) | Professional Learning | 08/01/2012 | 05/31/2013 | $0 | School Leadership Team SBDM Coucil |
| Collaboration | School leadership and teachers will collaborate with early childhood community and parents of incoming kindergarten students to share school readiness criteria. | Policy and Process | 04/01/2013 | 08/30/2013 | $0 | Principal Guidance Teachers |
| Coaching and Support | School leadership will monitor and evaluate instructional practices to provide feedback to teachers on implementation based on student data. | Policy and Process | 08/01/2012 | 05/31/2013 | $0 | Principal Curriculum Leaders |
| RTI Reviews | The school's SIS team will meet monthly with teachers to communicate about RtI implementation progress, review data, and problem solve barriers to implementation. | Policy and Process | 08/01/2012 | 05/31/2013 | $0 | SIS Team Teachers |
| Data Analysis | Teachers will meet in PLC to analyze student reading data and learning to determine gap and instructional improvements. | Policy and Process | 08/01/2012 | 05/31/2013 | $0 | Teachers Curriculum Leaders |
| Quality Instruction | School leadership will train all staff on the purpose and process for Program Reviews in implementing high quality instructional programs with emphasis on rubric development across all disciplines. Follow-up provided through PLCs. | Professional Learning | 08/01/2012 | 05/31/2013 | $0 | Principal Curriculum Leaders |

| Math Training | Train teachers on the use of effective instructional practices to address depth of understanding and application of the basic mathematical skills. | Professional Learning | 08/01/2012 | 05/31/2013 | $0 | Curriculum Leaders Principal |
| Persistent to GraduationTool | School leadership will utilize the Persistent to Graduation Tool to identify gap/at-risk student groups by reviewing barriers to learning, such as non-cognitive data for attendance, behavior and retention. | Policy and Process | 08/01/2012 | 08/30/2013 | $0 | School Leadership Team |
| Data Analysis | The school leadership will use data to regularly evaluate the schoolâs goals and make adjustments to support the school vision and mission for continuous improvement with achievement and closing gaps. | Policy and Process | 08/01/2012 | 05/31/2013 | $0 | School Leadership Team |
| | | | | **Total** | $0 | |

**Title I SIG**

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---|---|---|---|---|---|---|
| RTI Process | School leadership will regularly monitor implementation of school RTI plan and use data to guide implementation progress and ensure fidelity of plan. (Resources for plan: AIMSWEB, intervention tools, technology, etc.) | Policy and Process | 08/01/2012 | 05/31/2013 | $30000 | Principal Curriculum Leaders RTI Team |
| Book Study | School leadership will participate in book study professional development on the book, "The Secrets and Simple Truths of High-Performing School Cultures" by Cathy Lassiter. | Professional Learning | 01/03/2013 | 05/31/2013 | $300 | School Leadership |
| Book Study | Teachers will participate in book study professional development on the book, "Teaching with Poverty in Mind" by Eric Jensen. | Professional Learning | 01/03/2013 | 08/30/2013 | $1200 | Teachers Curriculum Leaders School Leadership Team |
| Instructional Resources | Provide teachers with resources aligned to KCAS to support mathematic practices, instruction, and interventions. | Academic Support Program | 08/01/2012 | 05/31/2013 | $5000 | Principal Curriculum Leaders |
| | | | | **Total** | $36500 | |

**District Funding**

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---|---|---|---|---|---|---|
| CIITS Training | Teachers will be trained on the use of CIITS for instructional planning, creation and sharing of instructional resources, and analysis of data and reporting. | Professional Learning | 08/01/2012 | 05/31/2013 | $4500 | CIITS Coaches Curriculum Leaders |
| | | | | **Total** | $4500 | |

**Title I Schoolwide**

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---|---|---|---|---|---|---|
| Curriculum/Assessment Alignment | Curriculum, Instructional and Assessment (CIA) Team will align curriculum to identify gaps and make necessary adjustments. | Policy and Process | 08/01/2012 | 05/31/2013 | $500 | CIA Team Principal Curriculum Leaders |
| Curriculum/Assessment Alignment Training | Provide training within PLC to teachers on addressing curriculum/instructional gaps and congruency of learning targets, activities, and assessments to effectively implement KCAS in each classroom. | Professional Learning | 08/01/2012 | 05/31/2013 | $1500 | Curriculum Leaders Principal |
| Literacy Training | Consult Kentucky Leadership Network, WKEC, KYâs Literacy Plan to provide research-based professional development for literacy supports including reading, writing, speaking and listening. | Professional Learning | 01/01/2013 | 08/30/2013 | $1500 | Principal Curriculum Leaders |
| Research-based Interventions | Students not performing at grade level standards or not meeting benchmark will receive research-based interventions by highly qualified staff and interventionists. | Academic Support Program | 08/01/2012 | 06/28/2013 | $55000 | Teachers Interventionists |
| Early Learning Leadership Networks | Teacher-leaders participate in the Early Learning Leadership Networks (ELLN) for professional development on implementing strategies for K-3 student learning outcomes. | Professional Learning | 07/01/2013 | 05/30/2014 | $1000 | Teachers Principal Curriculum Leaders |
| BRIGANCE Testing | Teachers will assess all kindergarteners at school entry with the common statewide screener (BRIGANCE). | Academic Support Program | 08/01/2012 | 09/30/2013 | $500 | Teachers Guidance Principal |
| Literacy Training | Provide teachers training on evidence-based passages close reading with students to develop critical reading and thinking skills. | Academic Support Program | 02/01/2013 | 09/30/2013 | $500 | Principal Curriculum Leaders |
| Math Training | Consult with KCM, WKEC, and Kentucky Leadership Networks to provide research-based professional development for mathematical practices and interventions. | Professional Learning | 01/01/2013 | 08/30/2013 | $1500 | Principal Curriculum Leaders |
| | | | | **Total** | $62000 | |