

2019-20 Phase Three: Executive Summary for Schools_10252019_11:24

2019-20 Phase Three: Executive Summary for Schools

Martin Luther King Jr. Elementary School
Carrie Caples
14405 Martin Luther King Way
Hopkinsville, Kentucky, 42240
United States of America

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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?

Christian County Public Schools is located in Christian County, Kentucky. Christian County is situated on the Kentucky-Tennessee border in what is considered Western Kentucky. Christian County covers 724 square miles. The county is home to the incorporated towns of Crofton, Hopkinsville, LaFayette, Oak Grove and Pembroke. The county is comprised of several smaller unincorporated communities of Fairview, Fruithill, Fearsville, Fort Campbell North, Gracey, Herndon, Kelly, Lacy and St. Elmo. From modern subdivisions to old historic homes to inner-city neighborhoods to rural farms, the diversity of Christian County is reflected in its population. Martin Luther King, Jr. Elementary School is located in Christian County. We are a PreK- 6th grade elementary school. Nearly 670 students are currently enrolled at the school. There are 50 certified teachers on staff and 23 classified staff members. MLK has went through three leadership changes and two interim principals in the twelve years of the school being in existence. Sarah Newman was the first principal to lead the school from 2007-2012. During the time period of 2012-2014, Martin Luther King, Jr. had Tim McGinnis and Rita Stewart as interim principals. Cassandra Spearman was hired from 2014-2017. In the winter of 2017, Carrie Caples was hired to lead the school. The PLC structure has changed to a PDSA model among grade level teams. This change has started conversations among staff to understand what is working and possible solutions to those activities/strategies which are not successful in ensuring students master grade level standards. A continuous tracking model is being used in literacy to determine the reading behaviors of the students. Then a plan to change, intensify, or improve those behaviors is devised and implemented. In addition, we are currently looking at what the research says about students in poverty. As we review the data of all students, it was evident instructional changes had to occur. There was a building wide focus on incorporating high yield strategies from Marzano and Hattie as well as professional development led by nationally recognized experts such as Mike Rutherford, Larry Bell, and Leslie Texas; consequently, we are learning to teach with a focus and become intentional in the delivery of instruction.

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.

Vision Statement: MLK will provide a positive culture that empowers all students to become productive citizens. **Mission Statement:** The mission of our MLK family is to deliver high quality educational experiences for ALL in a safe and caring environment.

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 is no longer in CSI status and currently is a two star rated school as defined by the Kentucky Department of Education. MLK continues to work diligently to implement the total Response to Intervention (RTI) System for reading and math. This school year every student's score was reviewed to ensure each receives the proper intervention. MLK continues to implement and refine the Data Tracking System and Data Analysis Protocol. These systems will better inform

teachers on student progress, changes in instructional practices for student success, and necessary interventions. There has been a district and school focus on improving Literacy instruction. The adoption of a district wide phonics program as well as a school adoption of Fountas and Pinnell Classroom Literacy. Also, all instructional staff will focus on interactive read-alouds to stress the thought process of reading and understanding what is being read.

Additional Information

CSI/TSI Schools Only: Describe the procedures used to create the school's improvement plan and briefly state the specific efforts to address the causes of low student performance and resource inequities.

Not required due to our current classification

Additional Information

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

MLK worked on a Professional Learning Plan where training sessions were designed for best practice strategies in specific content areas, particularly in reading and math. Presenters such as Mike Rutherford, and Leslie Texas came to MLK to work with the staff on these initiatives and we continue to work with Larry Bell on engaging students in meaningful learning and developing a positive school culture.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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**2019-20 Phase One: Continuous Improvement Diagnostic Martin Luther King, Jr.
Elementary**

2019-20 Phase One: Continuous Improvement Diagnostic for Schools

Martin Luther King Jr. Elementary School
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2019-20 Phase One: Continuous Improvement Diagnostic for Schools

The **Comprehensive School Improvement Plan** or **CSIP** is defined as a *plan developed by the school council, or successor, and charter schools with the input of parents, faculty, and staff, based on a review of relevant data that includes targets, strategies, activities, and a time schedule to support student achievement and student growth, and to eliminate gaps among groups of students.*

The comprehensive school and district improvement plan process is outlined in 703 KAR 5:225. The requirements included in the administrative regulation are key components of the continuous improvement process in Kentucky and ultimately fulfillment of school, district, and state goals under the Kentucky State Plan as required by the Every Student Succeeds Act (ESSA).

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the school's 2019-20 diagnostics is as follows:

Phase One: August 1 - October 1

- Continuous Improvement Diagnostic for Schools

Phase Two: October 1 - November 1

- The Needs Assessment for Schools
- School Assurances
- School Safety Report

Phase Three: November 1 - January 1

- Comprehensive School Improvement Plan
- Executive Summary for Schools
- Closing the Achievement Gap Diagnostic for Schools
- Title I Annual Review* Diagnostic

Phase Four: January 1 - December 31

- Progress Monitoring

As principal of the school, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students.

Please enter your name and date below to certify.

Carrie Caples October 1, 2019

2019-20 Phase Two: The Needs Assessment for Schools_10222019_12:02

2019-20 Phase Two: The Needs Assessment for Schools

Martin Luther King Jr. Elementary School
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2019-20 Phase Two: The Needs Assessment for Schools

2019-20 Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment

In its most basic form, continuous improvement is about understanding the **current state** and formulating a plan to move to the **desired state**. The comprehensive needs assessment is a culmination of an extensive review of multiple sources of data collected over a period of time (e.g. 2-3 years). It is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (i.e. desired state).

The needs assessment requires synthesis and analysis of multiple sources of data and should reach conclusions about the **current state** of the school/district, as well as the processes, practices and conditions that contributed to that state.

The needs assessment provides the framework for all schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions. Further, as required by Section 1114 of the Every Student Succeeds Act (ESSA), Title I schools implementing a schoolwide program must base their Title I program on a comprehensive needs assessment.

Protocol

Clearly detail the process used for reviewing, analyzing and applying data results. Include names of school/district councils, leadership teams and stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

Continuous Improvement Team: The District Continuous Improvement Team is comprised of Superintendent, Chief Officers, District Administrators, School Administrators, and the Superintendent Advisory Council. School and District Administrators participate in monthly Administrator Academy and monthly Curriculum Leadership Team Meetings. Collaborative Planning is held twice yearly with each site-based administrator. Gather and organize data: District and school leaders gather and organize data. Data is reviewed at monthly Curriculum Leadership Team meetings. District and school leaders review: state accountability data, attendance data, Quantile, Lexile, District Standard Assessment Data, common and formative assessment data. The data is shared by the schools with the district through a shared Google spreadsheet that is used for monitoring purposes. Review current performance: Continuous Improvement Team identifies areas where the school met/failed to meet district, state/federal targets, or school expectations for academic proficiency, academic gap, academic growth, transition readiness, and graduation rate. Continuous Improvement Team conducts disaggregated analysis by grade level, content area, within content strands (e.g. number sense in mathematics) and by gap groups. Describe performance trends: Current performance is compared to past performance. Directions of trends for every performance indicator are identified. Prioritize performance concerns: Continuous Improvement Team identifies priority performance concerns for every indicator (academic proficiency, academic gap, academic growth, transition readiness, and graduation rate) for which the school did not meet federal, state and/or local expectations. Identify root and hypothesize potential causes: Continuous Improvement Team identifies root causes or hypothesizes potential causes for each priority performance concern. Specific data protocols are used to analyze performance data. Multiple sources of data are used to analyze root causes and reflection explicitly considers broad, systemic root causes. Teams consider the level of root causes (incidental or procedural; programmatic; systemic; external). The root cause identification identifies what schools can control rather than factors that the school cannot control. Set measurable performance targets: Long range goals based on the Kentucky Board of Education goals are set to address priority concerns. Objectives with short term targets to be attained by the end of the current school year are established. Identify solutions and actions steps: Based on the root cause analysis, Continuous Improvement Teams identifies research-based strategies and activities to systematically address process, practice, or condition to address the root cause in order to reach goals/objectives. Implement plan: The improvement plan is communicated to all stakeholders and implemented. Progress monitor: The improvement plan will monitor progress toward meeting performance targets. The Continuous Improvement Team using will utilize 5X monitoring, department meetings, PLCs, and RTI/MTSS meetings. The implementation plan will be responsive and changed based upon progress monitoring

Current State

Plainly state the current condition using precise numbers and percentages as revealed by past, current and multiple sources of data. These should be based solely on data outcomes. Cite the source of data used.

Example of Current Academic State:

- Thirty-four (34%) of students in the achievement gap scored proficient on KPREP Reading.
- From 2017 to 2019, we saw an 11% increase in novice scores in reading among students in the achievement gap.
- Fifty-four (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:

- Teacher Attendance: Teacher attendance rate was 84% for the 2018-19 school year – a decrease from 92% in 2017-18.
- The number of behavior referrals increased from 204 in 2017-18 to 288 in 2018-19.
- Kentucky TELL Survey results indicated 62% of the school's teachers received adequate professional development.

The Proficiency rate for students at Martin Luther King Elementary School for the 2018-2019 school year was: 29.4% of students were Proficient in Reading, 31% of students were Proficient in Math, 9.7% of students were Proficient in Writing, 37.5% of students were Proficient in Social Studies, 10.9% of students were Proficient in Science. Of the Economically Disadvantaged students, only 27.4% scored Proficient/Distinguished as compared to 47.5% of the non-economically disadvantaged students. In Math 29.2% scored at the Proficient/Distinguished level compared to 47.02% of the non-economically disadvantaged students. When looking at student performance by race, there are gaps in achievement as well. In reading, 39.5% of White students performed at the Proficient or Distinguished levels as compared to 22.7% of African American, 30.6% of Hispanic, and 22.7% of Two or More races. In Math the gap is slightly smaller, but still there. 38.7% of White students perform at the Proficient or Distinguished level in Math as compared to 26.1% of African American Students, and 33.3% of Hispanic students. There was a significantly larger gap in student performance by race in the area of science. 26.3% of White students performed at the Proficient or Distinguished level while only 1.9% of African American performed at the Proficient or distinguished level and there were no Hispanic students that performed at the proficient or distinguished level. Attendance Rates: Students 94.7% Teachers 87% in 17-18

Priorities/Concerns

Clearly and concisely identify areas of weakness using precise numbers and percentages.

NOTE: These priorities will be thoroughly addressed in the Continuous Improvement Planning Diagnostic for Schools.

Example: Sixty-eight (68%) of students in the achievement gap scored below proficiency on the KPREP test in reading as opposed to just 12% of non-gap learners.

72.6 % of Economically disadvantaged students are performing below proficiency in Reading as opposed to 52.8% of non-economically Disadvantaged students. 70.8% of Economically disadvantaged students are performing below proficiency in Mathematics as opposed to 52.8% of non-economically Disadvantaged students. 94.2% of students with disabilities are performing below proficiency in Reading and 91.3% in Math. Climate and Culture continue to be a recurring concern expressed by stakeholders (parents, students, and staff).

Trends

Analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

-Significant growth from 4th to 5th in both Reading and Math-Slight declines from 3rd to 4th in both Reading and Math.-Slight increases from 5th to 6th in Reading-Decreases from 5th to 6th in Math-Behavior disruptions to the learning environment continue to be a concern-Percentage of Special Education Students performing at the Novice level continues to be higher than the percentage of regular education students performing at the novice level-Significant percentage of students reading below grade level according to Benchmark Assessment System results as well as Reading Inventory

Potential Source of Problem

Which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes? Note that all processes, practices and conditions can be linked to the six Key Core Work Processes outlined below:

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

KCWP 1: Design and Deploy Standards- continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success. KCWP 2: Design and Deliver Instruction- ensure their instructional program is intentional and of the highest quality. Tier I is the highly effective, culturally responsive, evidence-based core instruction, provided to all students in the classroom. Implementation of evidence based curriculum and/or strategies with fidelity is essential for both academic and behavioral instruction. The District has developed a PLC Guidance Document that has been rolled out for the 2019-20 school year. This document uses the Plan, Do, Study, Act model as prescribed by KDE. Schools were trained in the model at a District Retreat in July, 2019. Each District instructional department member is responsible for the monitoring of two schools in the district, by being an active participant in PLCs and providing coaching and feedback on the process. Each piece of the Plan, Do, Study, Act contains Professional Actions for teachers and leaders, with specific input for how each piece should look in a PLC. PDSA is meant to be fluid, with teacher teams working through the process at their own pace as guided by building administration. KCWP 6: Establishing Learning Culture and Environment- ensure they create, nurture, and sustain a fair and caring learning community in which all students have optimal opportunities for academic success.

Strengths/Leverages

Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school.

Example: Graduation rate has increased from 67% the last five years to its current rate of 98%.

With input from stakeholders, staff completed a revision of the school's mission and vision statements. MLK increased the number of students scoring proficient. Leverages for MLK include: Design and Deploy, Design and Deliver, and Establishing Learning Culture and Environment. RtI system: MLK has a defined RtI process for referring students into the RtI system. Once in the system, there are weekly and bi-weekly monitoring procedures to track student progress. Meetings are held monthly to discuss student progress and whether students should enter or exit the program. MLK leadership and staff are very intentional about ensuring that students are receiving the proper interventions whether academic or behavior in order to be successful.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2019-20 Phase Two: School Assurances_10252019_11:19

2019-20 Phase Two: School Assurances

Martin Luther King Jr. Elementary School

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2019-20 Phase Two: School Assurances

2019-20 Phase Two: School Assurances

Introduction

Assurances are a required component of the CSIP process (703 KAR 5:225). Please read each assurance and indicate whether your school is in compliance by selecting the appropriate response (Yes, No or N/A). If you wish to provide further information or clarify your response, space for comments is provided. Comments are optional. You may upload any supporting documentation as needed.

Teacher Performance

1. The Every Student Succeeds Act (ESSA) requires each school to report data regarding ineffective teachers. An ineffective teacher receives a summative effectiveness rate of "Ineffective" as determined through the local performance evaluation system that meets the requirements established by KRS 157.557. An ineffective teacher consistently fails to meet expectations as determined by a trained evaluator, in competencies identified as the performance criteria in the Kentucky Framework for Teaching.

Responses to this assurance will be collected in the Kentucky Teacher Performance survey. Responses to each survey question should be based on data from the 2018-19 school year. Once you have completed the survey, return to the 2019-20 Phase Two: School Assurances diagnostic to certify that your school has completed the survey and to complete the remaining assurances on the diagnostic.

I certify this school has completed the Kentucky Teacher Performance survey.

- Yes
- No
- N/A

Title I Schoolwide Programs

2. If the school is implementing a schoolwide program, the school developed a comprehensive plan during a 1-year period or qualifies for an exception under Section 1114(b)(1) of the Every Student Succeeds Act (ESSA).

- Yes
- No
- N/A

3. If the school is implementing a schoolwide program, the school developed a comprehensive plan with the involvement of parents and other members of the community to be served as well as individuals who will carry out such plan (e.g. teachers, administrators, classified staff, etc.) as required by Section 1114(b)(2) of ESSA.

- Yes
- No
- N/A

4. If the school is implementing a schoolwide program, the school developed a comprehensive plan that will remain in effect for the duration of the school's participation under Title I, Part A of ESSA as required by Section 1114(b)(3) of ESSA.

- Yes
- No
- N/A

5. If the school is implementing a schoolwide program, the school developed a comprehensive plan that is available to district leadership, parents, and the public and in an understandable and uniform format as required by Section 1114(b)(4) of ESSA.

- Yes
- No
- N/A

6. If the school is implementing a schoolwide program, the school developed a comprehensive plan that, to the extent appropriate and applicable, coordinates with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1114(b)(5) of ESSA.

- Yes
- No
- N/A

7. If the school is implementing a schoolwide program, the school developed a comprehensive plan that is based on a comprehensive needs assessment, which included a review of academic achievement data, and includes, among other items, a description of the strategies the school will implement to address school needs as required by Section 1114(b)(6) of ESSA.

- Yes
- No
- N/A

8. If the school is implementing a schoolwide program, the school developed, pursuant to Section 1114(b)(7), a comprehensive plan that includes a description of the strategies to be implemented to address school needs, including how such strategies: (1) provide opportunities for all children; (2) use methods and instructional strategies that strengthen the academic program in the school, increase learning time, and provide an enriched and accelerated curriculum; and, (3) address the needs of all children through, for example, the following activities: school-based mental health programs; a tiered model to prevent and address behavioral problems; professional development to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers; and/or, strategies for assisting preschool children transition to local elementary school programs.

- Yes
- No
- N/A

Title I Targeted Assistance School Programs

9. If the school is implementing a targeted assistance school program, participating students are identified in accordance with Section 1115(c) and on the basis of multiple, educationally related, objective criteria.

- Yes
- No
- N/A

10. If the school is implementing a targeted assistance school program, the school serves participating students using resources under Title I, Part of ESSA to meet challenging state academic standards as required by Section 1115(b)(2)(A) of ESSA.

- Yes
- No
- N/A

11. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(B) of ESSA, participating students using methods and instructional strategies to strengthen the academic program of the school, which may include, for example, expanded learning time, summer programs, and/or a tiered model to prevent and address behavioral problems.

- Yes
- No
- N/A

12. If the school is implementing a targeted assistance school program, the school serves participating students by coordinating with and supporting the regular educational program as required by Section 1115(b)(2)(C) of ESSA.

- Yes
- No
- N/A

13. If the school is implementing a targeted assistance school program, the school serves participating students by providing professional development to, for example, teachers, administrators, classified staff, and/or other school personnel who work with participating students as required by Section 1115(b)(2)(D) of ESSA.

- Yes
- No
- N/A

14. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(E) of ESSA, participating students by implementing strategies to increase the involvement of parents of participating students in accordance with Section 1116 of ESSA.

- Yes
- No
- N/A

15. If the school is implementing a targeted assistance school program, the school serves participating students, to the extent appropriate and applicable, by coordinating with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1115(b)(2)(F) of ESSA.

- Yes
- No
- N/A

16. If the school is implementing a targeted assistance school program, the school serves participating students by reviewing the progress of participating students on an ongoing basis and revising the targeted assistance program, if necessary, to provide additional assistance to meet challenging state academic standards as required by Section 1115(b)(2)(G) of ESSA.

- Yes
- No
- N/A

Schools Identified for Targeted Support and Improvement

17. If identified for targeted support and improvement pursuant to Section 1111(d)(2) of ESSA, the school developed and implemented a plan to improve student outcomes that, among other items, was informed by all indicators, including student performance against long-term goals; included evidence-based interventions; and, approved by local leadership. For reference, "evidence-based" is defined in ESSA Section 8101(21).

- Yes
- No
- N/A

All School Programs

18. The school provides professional development for staff that is in accordance with the purpose of Title II of ESSA; addresses the needs of all students; and, strives to ensure all students are college, career and transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II funding.

- Yes
- No
- N/A

19. The school collects and publicly disseminates, in compliance with Kentucky's Consolidated State Plan and in alignment with Section 1111(g)(1)(B), data through the School Report Card that addresses students' access to effective/experienced teachers.

- Yes
- No
- N/A

20. The school ensures that, if the Title I application includes funding for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), there is documentation indicating such is needed to improve student achievement. This ensures the use is reasonable and necessary in compliance with the Code of Federal Regulations (CFR), including 2 CFR 200.403 and 200.405.

- Yes
- No
- N/A

21. The school ensures that all teachers and paraprofessionals working in a program supported with Title I, Part A funding meet applicable state certification and licensure requirements as required by Section 1111(g)(2)(J) of ESSA.

- Yes
- No
- N/A

22. The school distributes to parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that complies with Section 1116(c)-(f) of ESSA and is in an understandable and uniform format as required by Section 1116(b) of ESSA. For reference, Section 1116(b) of ESSA allows existing parent and family engagement policies the school may have in place to be amended to meet the requirements under Title I, Part A.

- Yes
- No
- N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2019-20 Phase Three: Title I Annual Review Diagnostic_10252019_11:26

2019-20 Phase Three: Title I Annual Review Diagnostic

Martin Luther King Jr. Elementary School
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2019-20 Phase Three: Title I Annual Review Diagnostic

2019-20 Phase Three: Title I Annual Review Diagnostic

Schools with a Title I schoolwide program must conduct a yearly evaluation of the program as required under [34 CFR §200.26](#) and ESSA Section 1114(b)(3). Please respond to each of the following questions about the annual evaluation of your school's schoolwide program. For more information about schoolwide program requirements, consult the [Title I Handbook](#) and 34 CFR §200.26. Documentation is not required and, therefore, is optional.

Comprehensive Needs Assessment

Rationale: A school operating a schoolwide program must conduct a comprehensive needs assessment in accordance with ESSA Section 1114(b). Through the needs assessment, a school must consult with a broad range of stakeholders and examine relevant data to understand students' needs and their root causes.

1. Describe the effectiveness of your needs assessment process.

The Continuous Improvement Team for MLK follows a protocol to review data to determine the effectiveness of strategies implemented. The Continuous Improvement Team consists of the principal, assistant principal, guidance counselors, and teachers. School and District Administrators participate in monthly Administrator Academy and monthly Curriculum Leadership Team Meetings. Gather and organize data: District and school leaders gather and organize data. Data is reviewed at monthly Curriculum Leadership Team meetings. District and school leaders review: state accountability data, attendance data, Quantile, Lexile, District Standard Assessment Data, common and formative assessment data. The data is shared by the schools with the district through a shared Google spreadsheet that is used for monitoring purposes. Data is collected by all teachers and put into a Google data tracking sheet which is monitored and evaluated through our PLC's. Review current performance: Continuous Improvement Team identifies areas where the school met/failed to meet district, state/federal targets, or school expectations for academic proficiency, academic gap, academic growth, transition readiness, and graduation rate. Continuous Improvement Team conducts disaggregated analysis by grade level, content area, within content strands (e.g. number sense in mathematics) and by gap groups. At the school level, current performance data is reviewed during grade level PLCs. We discuss the formative, summative, and interim assessments given and analyze the data. There are monthly Rtl meetings where student progress is discussed and during these meetings decisions are made in regards to additional supports students may need or if they are making adequate progress and require less support. The PLC process is new this year and includes a continuous cycle of reviewing student performance data and making instructional decisions based on the data. Completion of the needs assessment, revealed that instruction in classrooms lacks rigor, is not engaging and/or intentional, students lack foundational skills necessary to perform at the proficient level, and exposure to vocabulary instruction is limited. There is also a need to focus on creating a positive school culture where all stakeholders feel valued, safe, and productive.

Schoolwide Plan

Rationale: The schoolwide program must incorporate strategies to improve academic achievement throughout the school, but particularly for the lowest-achieving students, by addressing the needs identified in the comprehensive needs assessment. ESSA Section 1114(b)(7). The schoolwide plan must include a description of how the strategies the school will be implementing will provide opportunities and address the learning needs of all students in the school, particularly the needs of the lowest-achieving students. The plan must explain how the methods and instructional strategies that the school intends to use will strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, including programs and activities necessary to provide a well-rounded education. ESSA Section 1114(b)(7)(A)(ii).

2. Describe the effectiveness of the strategies that were implemented as part of the schoolwide program in meeting the requirements above. Please cite the data sources used in the evaluation of the strategies.

Based on 2018-2019 K-PREP data: 72.6 % of Economically disadvantaged students are performing below proficiency in Reading as opposed to 52.8% of non-economically Disadvantaged students. 70.8% of Economically disadvantaged students are performing below proficiency in Mathematics as opposed to 52.8% of non-economically Disadvantaged students. 94.2% of students with disabilities are performing below proficiency in Reading and 91.3% in Math. Based on this data the strategies implemented did not produce the desired effect on increasing student achievement. 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. Data source: F&P Levels; Reading Inventory; KPREP data; District Standards Assessments; Coaching observations Instructional Rounds/Deep Dive Data protocol work 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. Data source: F&P Levels; Reading Inventory; KPREP data; District Standards Assessments; Coaching observations Instructional Rounds/Deep Dive Data protocol work 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 embedded coaching follow up for K-6 Literacy Cohort and Literacy Academy TILT sessions. Data source: F&P Levels; Reading Inventory; KPREP data; District Standards Assessments; Coaching observations Instructional Rounds/Deep Dive Data protocol work ; PLC minutes Curriculum Planning and Unit Planning: Participation in developing and refining district curriculum documents and benchmark assessments. Teacher representatives from our school participated in collaborative curriculum review and planning. Data source: F&P Levels; RI Growth; DSA Proficiency 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 does and doesn't work to enhance student achievement. Data source: F&P Levels, RI Growth DSA Proficiency Coaching observations Instructional Rounds data PBIS: Implementing Positive Behavioral Interventions and Supports (PBIS) to minimize the impact of negative behaviors impacting instructional time. Data source: Discipline data, PBIS fidelity audits

3. Describe the method used to evaluate the effectiveness of the strategies to improve academic achievement throughout the school, but particularly for the lowest achieving students.

Data sources reviewed include: state accountability data, attendance data, Quantile, Lexile, District Standard Assessment Data, common and formative assessment data. The data is shared by the schools with the district through a shared Google spreadsheet that is used for monitoring purposes. Parent and family event surveys, annual survey, and parent feedback are used to determine the effectiveness of offerings. MLK implements the the Plan-Do-Study-Act Cycle (PDSA) as part of our Professional Learning Community (PLC) for continuous improvement. The school focuses on the following questions: 1) What problem are we trying to solve? 2) What changes might we introduce and why? 3) How will we know what change is an actual improvement? We identify clear and specific measures we will use to determine success. Measures include such things as - such as F&P Levels; Reading/Math Inventory; KPREP data; District Standards Assessments; Coaching observations; Instructional Rounds/Deep Dive Data protocol work; PLC minutes to capture both the processes and the outcomes. The PDSA cycle consists of: Plan: This step clarifies the problem and identifies the overall aim; the tool, process, or change to implement; and more specific targets or objectives of the continuous improvement process. Do: This step involves the implementation of the tool, process, or change and the collection of both process and outcome data. Study: In this step, participants examine the collected data and consider the extent to which the specific targets or objectives met those identified in the Plan step, as well as the overall aim. Act: This last step integrates all the learning generated throughout the process. The stakeholders, as needed, make adjustments to the specific objectives or targets, formulate new theories or predictions, make changes to the overarching aim of the continuous improvement work, and/or modify any tools or processes being tested. MLK provides Tier II and Tier III intervention for those students who are struggling to meet academic and behavior standards. Progress is monitored through the PLC process, PBIS committee, and specific RTI meetings to determine if the intervention is successful.

Evaluation of the Schoolwide Program

Rationale:

Schools with Title I schoolwide programs are required to annually evaluate the schoolwide plan, using data from state assessments, other student performance data, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest-achieving students. Schools must annually revise the plan, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement. ESSA Section 1114(b)(3); 34 C.F.R. § 200.26(c).

4. What revisions will be made to next year's schoolwide plan based on the results of the evaluation?

The following revisions will be made to the school-wide plan based on the program evaluation:

- Revising the school writing plan Implementation and monitoring of writing plan.
- Ensure culturally responsive behaviors are modeled among faculty, staff, and students
- Work to foster authentic, reciprocal partnerships between families, children, teachers, and schools, in which the achievement of all students is encouraged and supported at home and at school
- Engaging students in challenging academic content, that is constant, integrated across disciplines and designed for use beyond the classroom.
- Attendance is monitored and students are recognized each grading period for perfect attendance. Homeroom attendance initiatives are being implemented to improve daily attendance.
- Implement Positive Behavioral Intervention and Supports (PBIS) to minimize the impact of negative behaviors impacting instructional time.
- Work to foster authentic, reciprocal partnerships between families, children, teachers, and schools, in which the achievement of all students is encouraged and supported at home and at school
- Positive Parent communication-Phone calls, notes home to students, newsletters, teacher web pages, Class Dojo, Sunday Connect Ed calls, and parent involvement nights.
- Self-Contained Primary Classrooms
- School will establish School Literacy Teams that will monitor implementation of School Literacy Plans and report to SBDM 3 times per semesters.
- Supplemental Phonics Program: Select and purchase a supplemental phonics program K-6 to create a cohesive approach to phonics instruction K-6 district-wide. Professional learning support will be offered for implementation and administrator monitoring of phonics 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 the elementary and middle school levels.
- Effective Strategies for Struggling Learners Larry Bell: This professional learning will provide strategies which can be used immediately to increase student achievement. Staff will receive effective classroom strategies for struggling learners. Staff will be provided with at least 10 characteristics for struggling learners and five essential steps on how to address their needs. There will be strategies presented to engage the unmotivated. There will be follow-up throughout the school year by administration to ensure implementation of all the Larry Bell initiative strategies for struggling learners

Parent and Family Engagement (ESSA Section 1116)

Rationale:

Each school receiving Title I, Part A funds is required to conduct parent and family involvement activities as specified in ESSA Section 1116 (c)(1)-(5). Title I, Part A requires schools to develop jointly with, and distribute to, parents and family members of participating children a written parent and family engagement policy. In addition, as a component of the school-level parent and family engagement policy, each school shall jointly develop with parents for all children served a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high academic standards. ESSA Section 1116(d).

Districts must build the capacity for involvement of parents and family members as described in ESSA Section 1116(e). To the extent practicable, districts must provide opportunities for the informed participation of parents and family members, including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children, as described in ESSA Section 1116(f).

5. Describe the effectiveness of your school's parent and family engagement program and the processes and data sources used to make this determination.

Martin Luther King, Jr. Elementary School works with parents and families to review and revise the Parent/School/Student Compact each year. The compact outlines how parents, school staff, and students will share the responsibility for improved student achievement. Board Policy 02.4241 establishes that each school: 1) Commitment to a parent involvement process that provides for establishing an open, parent-friendly environment; Increasing parental participation; Improving two-way communication between school and home, including what their child will be expected to learn; and developing parental outreach programs. Martin Luther King, Jr. School's Parent Involvement policy is reviewed each year. An Annual Title I meeting is held each fall. There were several parent and family engagement activities held last year. Martin Luther King, Jr. Elementary School has a budget of about \$3000.00 yearly to host and hold parent and family involvement activities. During the school year, we always have a Literacy Night, Math/Science Night, K-PREP Awards Night, Parent Teacher Student conferences. The Annual Title 1 meeting with the parents is held during Family Reading Night in the Fall. The events held had expenditures for drinks and student incentives. Newsletters are sent home with students to keep them informed of happenings at MLK, Jr. Surveys are completed for every event that is sponsored by Title 1 to ensure we have parent input. End of the year family surveys are administered in the spring to get a perspective of how are doing as a school in preparing our parents and students as a whole. It also gives insight on how effective programs/activities were in the eyes of the parent/family. We strive to have collaboration with our parents/families to ensure we are all working toward having successful and productive citizens after they leave Martin Luther King, Jr. Elementary School.

6. Describe any changes that will be made to next year's parent and family engagement program based on your evaluation.

After completing the Annual Family Involvement Survey it is evident that parents want more opportunities to be involved in activities that include their children. Lots of feedback reflected the need for more advanced notice to parents when events are planned, such as a yearly/monthly calendar of events. Working parents communicated the need to enough advanced notice to request time off of work. As a result of parent feedback, we will work toward planning more events for parents and students. We will look at scheduled times of events in order to better accommodate the schedules of our parents in order to give them a better opportunity to attend events.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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**2019-20 Phase Three: Comprehensive Improvement Plan for
Schools_10252019_11:02**

2019-20 Phase Three: Comprehensive Improvement Plan for Schools

Martin Luther King Jr. Elementary School
Carrie Caples
14405 Martin Luther King Way
Hopkinsville, Kentucky, 42240
United States of America

Last Modified: 12/10/2019
Status: Locked

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2019-20 Phase Three: Comprehensive Improvement Plan for Schools

2019-20 Phase Three: Comprehensive Improvement Plan for Schools

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps between identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.

Operational Definitions

Goal: Long-term three to five year targets based on the five (5) required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, gap, growth, and transition readiness. High schools must have goals for proficiency, separate academic indicator, gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

Objective: Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

Strategy: An approach to systematically address the process, practice, or condition that the school will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma, Shipley, Baldrige, etc.*).

Activity: Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

Key Core Work Processes: A series of processes identified by the Kentucky Department of Education 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.

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

Measure of Success: Criteria that shows the impact of the work. The measures may be quantitative or qualitative, but are observable in some way.

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

Requirements for Building an Improvement Plan

There are six (6) required district goals:

- Proficiency, separate academic indicator, achievement gap closure, graduation rate, growth, and transition readiness.

The required school goals include the following:

- For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and, growth.
- For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

Using the Comprehensive School Improvement Plan Template

- a. Develop your Strategic Goals using the [Comprehensive School Improvement Plan Template](#).
- b. Upload your completed Comprehensive School Improvement Plan in the attachment area below.

You may enter an optional narrative about your Comprehensive School Improvement Plan below. If you do not have an optional narrative, enter N/A.

See Attachment

ATTACHMENTS

Attachment Name



MLK 2019-2020 CSIP

Attachment Summary

Attachment Name	Description	Associated Item(s)
 MLK 2019-2020 CSIP		•

Comprehensive School Improvement Plan (CSIP)

Martin Luther King, Jr. Elementary School

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.

Operational Definitions

Goal: Long-term three to five year targets based on the required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, and growth. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

Objective: Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

Strategy: An approach to systematically address the process, practice, or condition that the school will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma*, *Shipley*, *Baldrige*, etc.).

Activity: Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

Key Core Work Processes: A series of processes identified by the Kentucky Department of Education 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.

- 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

Measure of Success: Criteria that shows the impact of the work. The measures may be quantitative or qualitative, but are observable in some way.

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

Requirements for Building an Improvement Plan

- There are six (6) required district goals: proficiency, separate academic indicator, achievement gap, graduation rate, growth, and transition readiness.
- The required school goals include the following:
 - For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and, growth.
 - For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

1: Proficiency Goal

Martin Luther King Jr. Elementary will increase the number of students scoring proficient or above in Reading and Math from 30.2% to 36.24% by 2022.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 Increase the number of students scoring proficient or above in Reading from 29.4% to 31.36% by 2020.</p>	<p>KCWP 1: Design and Deploy Standards KCWP 2: Design and Drive Instruction KCWP 6: Establishing Learning Culture and Environment</p>	<p>K-6 Literacy Cohort- Provide training for teacher leaders and Instructional Coaches to develop, implement, and support a district wide guided reading model at the elementary and middle school levels.</p> <p>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. Teachers must have six of their twenty-four hours using the TILT sessions.</p> <p>Professional Learning and Coaching: Content area teachers will be provided with training and resources in order to</p>	<p>DSA Proficiency F&P Levels RI Growth MI Growth Coaching Observations</p> <p>F&P Levels RI Growth DSA Proficiency Coaching observations Instructional Rounds data</p> <p>F&P Levels RI Growth DSA Proficiency</p>	<p>Data monitoring will be reviewed and feedback provided through the use of MLK Scorecard</p> <p>Data monitoring will be reviewed and feedback provided through the use of MLK Scorecard</p> <p>Data monitoring will be reviewed and feedback provided through the use of MLK Scorecard</p>	<p>General</p> <p>Grant</p>

<p>deliver instruction that matches the cognitive demand of the standards. Included in this strategy is resource development, job-embedded training, and coaching. Job embedded coaching follow up for K-6 Literacy Cohort and Literacy Academy TILT sessions.</p>	<p>Coaching observations Instructional Rounds data</p>	<p>No Funding Required</p>
<p>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 does and doesn't work to enhance student achievement.</p>	<p>F&P Levels RI Growth DSA Proficiency Coaching observations Instructional Rounds data</p>	<p>Data monitoring will be reviewed and feedback provided through the use of MLK Scorecard</p>
<p>Attendance Matters: Attendance is monitored and students are recognized each grading period for perfect attendance. Homeroom attendance initiatives are being implemented to improve daily attendance.</p>	<p>Attendance Records</p>	<p>General</p>
<p>Curriculum Leadership Team: Monthly curriculum meetings led by the chief instructional officer and instructional staff focusing professional learning community data analysis and response protocols.</p>	<p>School teams engage in data-driven decision making to support quality instruction</p>	<p>Observations of school teams during CLT School Plans from CLT</p>
<p>Striving Readers Comprehensive Literacy Initiatives The following initiatives are offered through the support of this grant and a K12 Literacy Coach: Literacy Design Collaborative Coach and Learn Teams: Grades 3-6 Professional learning through the</p>	<p>RI Growth DSA Proficiency Lesson Planning during PLCs Classroom Observations Instructional Rounds data</p>	<p>Data monitoring will be reviewed and feedback provided through the use of MLK Scorecard PLC documentation School Literacy Plans and School Literacy Team agendas (3x per semester)</p>

			<p>intensive LDC coach training for district staff, as well as one coach per building in elementary/middle and 2 per building for each high school. LDC Learn teams are supported by LDC Coach, and participate in the creation of high-quality tasks built on focus standards, disciplinary literacy, and aligned instruction.</p> <p>Early Childhood Literacy Academy: Preschool teachers in every building participate in the academy to build capacity around quality early childhood literacy instruction.</p> <p>School Literacy Plans supported by Literacy Teams: As required by the grant, every school will establish School Literacy Teams that will monitor implementation of School Literacy Plans and report to SBDM 3 times per semester. MLK has an established School Literacy team which meets at a minimum of twice monthly.</p> <p>Supplemental Phonics Program: Select and purchase a supplemental phonics program K-6 to create a cohesive approach to phonics instruction K-6 districtwide. Professional learning support will be offered for implementation and administrator monitoring of phonics instruction.</p> <p>UNRAAVEL Strategy: Teachers will use the UNRAAVEL strategy presented by Larry Bell to increase comprehension thus resulting in students ability to completely and accurately respond to text.</p>		
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	<p>PBIS: Implement Positive Behavioral Intervention and Supports (PBIS) to minimize the impact of negative behaviors impacting instructional time.</p>	<p>Decreased loss of instructional time</p>	<p>Classroom referral data Class Dojo Office Referrals Behavior Monitoring Sheets PBIS monthly meetings</p>	<p>General Fund Title IV Title II</p>
	<p>Curriculum Planning and Unit Planning: Participation in developing and refining district curriculum documents and benchmark assessments. Teacher representatives from our school participated in collaborative curriculum review and planning.</p>	<p>F&P Levels RI Growth DSA Proficiency</p>	<p>PLC-PDSA protocol District teams on Growth days</p>	<p>No funding required</p>
<p>Objective 2 Increase the number of students scoring proficient or above in Math from 31.0% to 33.07% by 2020.</p>	<p>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 the elementary and middle school levels.</p> <p>Teachers Intentionally Learning Together (TILT): See Goal 1 - Objective 1</p> <p>Professional Learning and Coaching: See Goal 1 - Objective 1</p> <p>Professional Learning Communities (PLCs): See Goal 1 - Objective 1</p> <p>Instructional Rounds: See Goal 1 - Objective 1</p>	<p>MI Growth DSA Proficiency Coaching observations Instructional Rounds data</p>	<p>Data monitoring will be reviewed and feedback provided through the use of MLK Scorecard</p>	<p>General Fund</p>

	<p>Attendance Matters: See Goal 1 - Objective 1 Curriculum Leadership Team: See Goal 1 - Objective 1 UNRAA/VEL Strategy: See Goal 1 Objective 1</p>		<p>Decreased loss of instructional time</p>	<p>Classroom referral data Class Dojo Office Referrals Behavior Monitoring Sheets PBIS monthly meetings</p>	<p>General Fund Title IV Title II</p>

2: Separate Academic Indicator

Martin Luther King, Jr. will increase the number of students scoring proficient or above in Science, Social Studies, and Writing from 19.375% to 35.4% by 2022.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 Increase the percentage of students scoring proficient or above in Science from 10.9% to 11.63% by 2020.</p>	<p>KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 6: Establishing Learning Culture and Environment</p>	<p>Curriculum Planning and Unit Planning: Participation in developing and refining district curriculum documents and benchmark assessments. Teacher representatives from our school participated in collaborative curriculum review and planning. Continue formally established protocols for completing Through Course Tasks with science teachers K-6. 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. Emphasis on incorporating more non-fiction (Science) text into Literacy Instruction Teachers will utilize multiple research based strategies to teach content vocabulary. Teachers will use the UNRAAVAL strategy presented by Larry Bell to increase comprehension thus resulting in students ability to completely and accurately respond to text.</p>	<p>Composite Score on KPREP DSA Proficiency TCT Common Assessments</p>	<p>Professional Learning Observation Through Course Task Work PLC-PDSA protocol District teams on Growth days</p>	<p>No funding required</p>

<p>Objective 2 Increase the percentage of students scoring proficient or above in Social Studies 37.5% to 40.0% by 2020.</p>	<p>KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 6: Establishing Learning Culture and Environment</p>	<p>Curriculum Planning and Unit Planning: Participation in developing and refining district curriculum documents and benchmark assessments. Teacher representatives from our school participated in collaborative curriculum review and planning. Continue formally established protocols for completing Literacy Design Collaborative through-course tasks with social studies teachers. Teachers will design, plan, and implement a LDC task, and will attend a day together to follow a protocol for student work analysis. Emphasis on incorporating more non-fiction (Social Studies) text into Literacy Instruction Teachers will utilize multiple research based strategies to teach content vocabulary. Teachers will use the UNRAVEL strategy presented by Larry Bell to increase comprehension thus resulting in students ability to completely and accurately respond to text.</p>	<p>Composite Score on KPREP DSA Proficiency</p>	<p>PLC-PDSA protocol District teams on Growth days Observation</p>	<p>No funding required</p>
<p>Objective 3 Increase the percentage of students scoring proficient or above in Writing 9.7% to 10.35% by 2020.</p>	<p>KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 6: Establishing Learning Culture and Environment</p>	<p>Curriculum Planning and Unit Planning: Participation in developing and refining district curriculum documents and benchmark assessments. Teacher representatives from our school participated in</p>	<p>Composite Score on KPREP DSA Proficiency</p>	<p>PLC-PDSA protocol District teams on Growth days Professional Learning Observation</p>	<p>No funding required</p>

				<p>collaborative curriculum review and planning.</p> <p>Revising the school writing plan Implementation and monitoring of writing plan.</p> <p>Teachers will use the UNRAVEL strategy presented by Larry Bell to increase comprehension thus resulting in students ability to completely and accurately respond to text.</p>		
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3: Achievement Gap

Martin Luther King, Jr. Elementary will increase the number of students in the Consolidated Gap Groups scoring proficient or above in Reading from 22.5% to 24.75% by 2022.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 MLK will increase the number of African American students scoring proficient or above in reading from 22.7% to 23.46% as indicated by the State Accountability Testing System by 2020.</p>	<p>KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 6: Establishing Learning Culture and Environment</p>	<p>Ensure culturally responsive behaviors are modeled among faculty, staff, and students Engaging students in challenging academic content, that is constant, integrated across disciplines and designed for use beyond the classroom.</p>	<p>Increase Student Engagement response to item(s): 'My teachers challenge me to think' (4.02)</p>	<p>Culture Survey Studer Engagement Survey Eleot/Walkthrough documentation Observations</p>	<p>School-based funds; Title I Professional Development</p>
	<p>Work to foster authentic, reciprocal partnerships between families, children, teachers, and schools, in which the achievement of all students is encouraged and supported at home and at school Effective Strategies for Struggling Learners Larry Bell</p>	<p>Increase Parent Engagement response to item: 'I regularly receive feedback from school staff on how well my child is learning.' (3.72)</p>	<p>Faculty Meeting Trainings PLC minutes Conferences Parent Training Parent involvement activities Parent Engagement Survey PLC Walkthroughs Observations Rounding</p>	<p>SIG Grant School-based funds; Title I</p>	
	<p>This professional learning will provide strategies which can be used immediately to increase student achievement. Staff will receive effective classroom strategies for struggling learners. Staff will be provided with at least 10 characteristics for struggling learners and five essential steps on how to address their needs. There will be strategies presented to engage the unmotivated. There will be follow-up throughout the school year by the administration to ensure implementation of all the Larry Bell initiative strategies for struggling learners</p>	<p>DSA KPREP BAS RI/MI F&P Classroom assessments Decrease in discipline referrals</p>			<p>SIG Grant</p>

<p>Objective 2 MLK will increase the number of Students with Disabilities scoring proficient or above in reading from 5.8% to 6.3% by 2020</p>	<p>KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 6: Establishing Learning Culture and Environment</p>	<p>Ensure culturally responsive behaviors are modeled among faculty, staff, and students Engaging students in challenging academic content, that is constant, integrated across disciplines and designed for use beyond the classroom.</p>	<p>Increase Student Engagement response to item(s): 'My teachers challenge me to think' (4.02)</p>	<p>Culture Survey Studer Engagement Survey Eleot/Walkthrough documentation Observations</p>	<p>School-based funds, Title Professional Development</p>
	<p>Work to foster authentic, reciprocal partnerships between families, children, teachers, and schools, in which the achievement of all students is encouraged and supported at home and at school</p>	<p>Increase Parent Engagement response to item: 'I regularly receive feedback from school staff on how well my child is learning.' (3.72)</p>	<p>Faculty Meeting Trainings PLC minutes Conferences Parent Training Parent involvement activities Parent Engagement Survey PLC Walkthroughs Observations Rounding</p>	<p>SIG Grant School-based funds, Title</p>	
	<p>Effective Strategies for Struggling Learners Larry Bell This professional learning will provide strategies which can be used immediately to increase student achievement. Staff will receive effective classroom strategies for struggling learners. Staff will be provided with at least 10 characteristics for struggling learners and five essential steps on how to address their needs. There will be strategies presented to engage the unmotivated. There will be follow-up throughout the school year by the administration to ensure implementation of all the Larry Bell initiative strategies for struggling learners</p>	<p>DSA KPREP BAS RI F&P Classroom assessments Decrease in discipline referrals</p>	<p>DSA KPREP BAS RI F&P Classroom assessments Decrease in discipline referrals</p>	<p>SIG Grant</p>	
	<p>Priority scheduling: Refine the process for priority scheduling for students with disabilities that ensures the master schedule meets individual needs identified in students Individual Education Plans (IEPs)</p> <p>Increase Co-teaching</p>	<p>DSA KPREP BAS RI F&P Classroom assessments Decrease in discipline referrals</p>	<p>DSA KPREP BAS RI F&P Classroom assessments Decrease in discipline referrals</p>	<p>Progress Buddy Class Dojo Behavior sheets Teacher created checklist Check-in/Check-out Collaborative Planning</p>	<p>Special Education and General fund</p>

		Direct instruction	Achievement Gap Closure Increased Proficiency		
		<p>Decrease the number of students being pulled out of the regular classroom for resource time to increase in classroom time</p> <p>Research based interventions</p> <p>Create BIPS for student behavior interventions</p> <p>Monitor students in ISS to ensure students receive IEP minutes</p>			

Martin Luther King, Jr. will increase the number of students in the Consolidated Gap Group scoring proficient or above in Math from 25.8% to 28.38% by 2022.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 MLK will increase the number of African American students scoring proficient or above in math from 26.1% to 26.97% as indicated by the State Accountability Testing System by 2020.	<p>KCWP 1: Design and Deploy Standards</p> <p>KCWP 2: Design and Deliver Instruction</p> <p>KCWP 6: Establishing Learning Culture and Environment</p>	<p>Ensure culturally responsive behaviors are modeled among faculty, staff, and students</p> <p>Engaging students in challenging academic content, that is constant, integrated across disciplines and designed for use beyond the classroom.</p> <p>Work to foster authentic, reciprocal partnerships between families, children, teachers, and schools, in which the achievement of all students is encouraged and supported at home and at school</p> <p>Effective Strategies for Struggling Learners Larry Bell</p>	<p>Increase Student Engagement response to item(s): 'My teachers challenge me to think' (4 02)</p> <p>Increase Parent Engagement response to item: I regularly receive feedback from school staff on how well my child is learning. (3 72)</p> <p>DSA KPREP</p>	<p>Culture Survey</p> <p>Studer Engagement Survey</p> <p>Eleot/Walkthrough documentation</p> <p>Observations</p> <p>Faculty Meeting Trainings</p> <p>PLC minutes</p> <p>Conferences</p> <p>Parent Training</p> <p>Parent involvement activities</p> <p>Parent Engagement Survey</p> <p>PLC</p> <p>Walkthroughs</p>	<p>School-based funds; Title I Professional Development</p> <p>SIG Grant School-based funds; Title I</p> <p>SIG Grant</p>

<p>Objective 2 MLK will increase the number of Students with Disabilities scoring proficient or above in math from 8.7% to 9.4% by 2020</p>	<p>KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 6: Establishing Learning Culture and Environment</p>	<p>This professional learning will provide strategies which can be used immediately to increase student achievement. Staff will receive effective classroom strategies for struggling learners. Staff will be provided with at least 10 characteristics for struggling learners and five essential steps on how to address their needs. There will be strategies presented to engage the unmotivated. There will be follow-up throughout the school year by the administration to ensure implementation of all the Larry Bell initiative strategies for struggling learners</p> <p>Ensure culturally responsive behaviors are modeled among faculty, staff, and students</p> <p>Engaging students in challenging academic content, that is constant, integrated across disciplines and designed for use beyond the classroom.</p> <p>Work to foster authentic, reciprocal partnerships between families, children, teachers, and schools, in which the achievement of all students is encouraged and supported at home and at school</p> <p>Effective Strategies for Struggling Learners Larry Bell This professional learning will provide strategies which can be used immediately to increase student achievement. Staff will receive effective classroom strategies for struggling learners. Staff will be provided with at least 10 characteristics for struggling learners and five essential steps on how to address their needs. There will</p>	<p>MI Classroom assessments Decrease in discipline referrals</p>	<p>Observations Rounding</p>	<p>School-based funds; Title I Professional Development</p>
<p>Increase Student Engagement response to item(s): 'My teachers challenge me to think' (4.02)</p>	<p>Increase Parent Engagement response to item: I regularly receive feedback from school staff on how well my child is learning. (3.72)</p>	<p>PLC Walkthroughs Observations Rounding</p>	<p>SIG Grant School-based funds; Title I</p>		
<p>DSA KPREP MI Classroom assessments Decrease in discipline referrals</p>	<p>PLC Walkthroughs Observations Rounding</p>	<p>SIG Grant</p>			

	<p>be strategies presented to engage the unmotivated. There will be follow-up throughout the school year by the administration to ensure implementation of all the Larry Bell initiative strategies for struggling learners</p> <p>Priority scheduling: Refine the process for priority scheduling for students with disabilities that ensures the master schedule meets individual needs identified in students Individual Education Plans (IEPs)</p> <p>Increase Co-teaching</p> <p>Direct instruction</p> <p>Decrease the number of students being pulled out of the regular classroom for resource time to increase in classroom time</p> <p>Research based interventions</p> <p>Create BIPS for student behavior interventions</p> <p>Monitor students in ISS to ensure students receive IEP minutes</p>	
<p>DSA KPREP MI Classroom assessments Decrease in discipline referrals Achievement Gap Closure Increased Proficiency</p>		
<p>Progress Buddy Class Dojo Behavior sheets Teacher created checklist Check-in/Check-out Collaborative Planning</p>		
<p>Special Education and General funding</p>		

4: Growth

Martin Luther King Jr. Elementary will increase our growth goal for students scoring proficient or above in Reading and Math from 51.5% to 61.8% by 2022.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 Use baseline data to determine: the number of students achieving at least 1 year of reading growth as measured the following: Reading Inventory BAS DSA</p>	<p>See Goal 1 - Strategies</p>	<p>See Goal 1 - Measurable Objective 1 - Activities</p>	<p>See Measures of Success Goal 1</p>	<p>See Progress Monitoring Goal 1</p>	<p>See Funding Goal 1</p>
	<p>See Goal 3 - Strategies</p>	<p>See Goal 3 - Measurable Objective 1 - Activities</p>	<p>See Measures of Success Goal 3</p>	<p>See Progress Monitoring Goal 3</p>	<p>See Funding Goal 3</p>
<p>Objective 2 Use baseline data to determine: the number of students achieving at least 1 year of math growth as measured the following: Math Inventory DSA</p>	<p>See Goal 1 - Strategies</p>	<p>See Goal 1 - Measurable Objective 1 - Activities</p>	<p>See Measures of Success Goal 1</p>	<p>See Progress Monitoring Goal 1</p>	<p>See Funding Goal 1</p>
	<p>See Goal 3 - Strategies</p>	<p>See Goal 3 - Measurable Objective 1 - Activities</p>	<p>See Measures of Success Goal 3</p>	<p>See Progress Monitoring Goal 3</p>	<p>See Funding Goal 3</p>

	<p>importance of the self-contained teaching model as being significant in achieving this.</p> <p>The social and emotional aspects of whole child instruction are developed through relationships with their teachers, as studied by Pianta and Stuhlman (2004). This study revealed the quality of the personal relationships between the teachers and students positively affected not only improved academic performance but fewer behavior problems as well. This relationship also affected their sense of connection to their school (Chang & Muñoz, 2008). They also found that trust and respect for teachers including classroom supportiveness was significantly higher than those students in departmentalized models.</p> <p>Departmentalized instruction had a negative impact on younger students and even more detrimental if the students had three or more teachers. Self-contained teachers were found to be more familiar with students as a result of more daily student-teacher interactions and were more likely to make contact with parents thus creating more parental involvement. (Epstein & Dauber, 1991).</p>																							
Objective 2																								