Duval County Public Schools

Martin Luther King, Jr Elementary School

2016-17 Schoolwide Improvement Plan

Martin Luther King, Jr Elementary School

8801 LAKE PLACID DR E, Jacksonville, FL 32208

http://www.duvalschools.org/mlking

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	D	D*	C	D

Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

This plan is pending approval by the Duval County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Martin Luther King, Jr Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	Targeted Support & Improvement - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Martin Luther King Jr. F.A.M.E. Academy will provide a quality education stimulating to all, and supported by diverse learning opportunities every day.

b. Provide the school's vision statement.

At Martin Luther King Jr. F.A.M.E Academy students will become life-long learners with unlimited boundaries.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

At Martin Luther King Jr. F.A.M.E. Academy teachers survey the parents and students to gain insight on their backgrounds, their likes, and hobbies they enjoy. Teachers take a tour of the neighborhoods that the students come from in order to gain insight on their community.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

Martin Luther King Jr. F.A.M.E. Academy creates a safe and respected learning environment by incorporating positive behavior management strategies school-wide. Students have the opportunity of being recognized from all faculty and staff in the building. When students are caught exhibiting positive behaviors they receive a positive referral. Positive referrals are announced daily on the morning announcement and students receive a bag of treats. Students can also earn "Take Flight Eagles" for their class when the entire class is recognized for exhibiting positive behaviors. The class with most "take flight eagles" is awarded a class party. Students also have an opportunity to shop at the "eagle store" every nine weeks for having good conduct and exhibiting the character traits. As stated on the Gallup survey the students feel safe and respected by all faculty.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Martin Luther King Jr. F.A.M.E Academy utilizes the CHAMPs and PBIS (Positive Behavioral Interventions and Support) behavior management system school-wide. CHAMPs is used in the classroom and the common areas throughout the school.one strategy utilized through our PBIS system students can earn points/clips throughout the day for exhibiting positive behaviors. When students do not follow the school rules they can lose their points/clips. The points/clips represents the student's daily conduct grade. Training was provided on the school-wide behavioral expectations and procedures to all faculty during pre-planning. Parents are notified of the expectations in the parent handbook distributed during the first week of school. Students consequences are consistent and fair throughout the school: parent contact, meeting with guidance counselor, behavior contract, parent-teacher conference, and then disciplinary referral.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

At Martin Luther King Jr. F.A.M.E. Academy our goal is to meet the needs of the whole child. Our guidance counselor provides monthly character trait lessons through the Ready for Learn program. The school has a partnership with Ribault Full Service Schools, the Big Brother and Big Sister Program, and the 100 Black Men mentor a couple of our boys bi-weekly. Teachers also teach the second-step curriculum to ensure students are exposed to lessons in treating each other fairly.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

Monthly Attendance Intervention Team Meetings are conducted for those students who miss more than five days in a calendar month. Students who are struggling academic are referred to the problem solving team to determine strategies to help them be more successful. Struggling readers work with primary or intermediate reading interventionist. Students with multiple behavior incidence and suspensions are paired with a faculty mentor who provides support, encouragement, and acts as a liaison between the school and family. Students are also referred to the guidance counselor or mental health counselor for support when they have multiple discipline issues.

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	12	10	10	4	7	0	0	0	0	0	0	0	43
One or more suspensions	0	0	3	1	5	3	0	0	0	0	0	0	0	12
Course failure in ELA or Math	0	6	6	3	3	2	0	0	0	0	0	0	0	20
Level 1 on statewide assessment	0	0	0	19	19	26	0	0	0	0	0	0	0	64

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	9	17	26	38	16	26	0	0	0	0	0	0	0	132

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

Monthly Attendance Intervention Team Meetings are conducted for those students who miss more than five days in a calendar month. Students who are struggling academic are referred to the problem solving team to determine strategies to help them be more successful. Struggling readers work with primary or intermediate reading interventionist. Students with multiple behavior incidence and suspensions are paired with a faculty mentor who provides support, encouragement, and acts as a liaison between the school and family. Students are also referred to the guidance counselor or mental health counselor for support when they have multiple discipline issues.

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

Parental involvement is vital to student achievement. Parent Professional development opportunities will be offered twice a month. We would like 25% of our parents to take part in these offerings. We will hold parent conferences the 1st and 3rd nine weeks and we would like 90% of our parents to attend. at programs where students have the opportunity to highlight their talents is also key. We would like 80% participation from our parents.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Martin Luther King Jr. F.A.M.E. Academy sustains partnerships with the local community with the support of our volunteer liaison. Our volunteer liaison works to build and sustain partnerships by visiting local businesses, sending out letters, and applying for local grants. The community and partners are invited to our monthly School Advisory Council meetings to hear about student achievement and offer support in moving our to higher levels of student achievement.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(H).

1. School Leadership Team

a. Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Gentry, Cindy	Principal
White, Nikesha	Assistant Principal
Merkison, Armedra	Instructional Coach
Blank, Elizabeth	Instructional Coach
Payne, Marva	School Counselor

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

• Administrators (Cindy Gentry and Nikesha White): Provide a common vision for the school connecting the learning environment and expectations for high quality instruction and interventions; use a variety of data points from multiple sources to make school-based decisions; leads school-based teams through the process of data analysis and planning of next steps based on data; provide

instructional leadership through professional development, observations and actionable feedback and common planning; ensures alignment of classroom instruction to four pillars of instruction (engagement, demonstration of understanding, rigorous content, and student ownership) through walk-throughs, feedback and next steps; sets, monitors, and maintains school-wide expectations for and conditions conducive to learning through PBIS; leads community and family involvement efforts for the purpose of increasing student achievement.
• Academic Coaches (Blank, and Merkison): Plans and delivers professional development for teachers on core curriculum and interventions for struggling students; assists teachers with the acquisition and implementation of effective instructional strategies; identifies and provides resources for teachers; supports teachers through the common planning process; develops teachers through the coaching cycle including collaborative planning, modeling, debriefing, co-teaching, and observation with feedback; leads and supports teachers through the data analysis and planning process.
• School Counselor (Payne): Leads teams through the collaborative problem-solving process for academic and behavioral concerns; provides group and individual student interventions; provides classroom guidance ranging from social skills to specific social issues; conducts direct observation of student behavior; connects families with a variety of social resources and agencies; identifies students with early warning indicators and initiates support to address concerns.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The School Improvement Plan becomes the guiding document for the work of the school. The School's Leadership Team leads the faculty in a review of the data and, with input from building instructional teams, develops the initial draft of the School Improvement Plan utilizing the template provided by the Department of Education. The draft SIP is then presented to the School Advisory Council for review and recommendations. The School's Leadership Team finalizes the plan.

The School's Leadership Team will regularly revise and update the plan as the needs of students change throughout the school year. The plan includes a formal review process which demonstrates how the school utilizes data to inform instruction and makes mid-course adjustments as data are analyzed.

Title I, Part A
Services are provided to ensure students receive additional remediation through after-school programs and/or summer school. The district coordinates with Title II and Title III to ensure staff development needs are provided.

Title I, Part D
District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

Title II
District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students. The District purchased I-Ready and Achieve 3000 licenses to integrate with instruction. In addition, professional development for I-Ready and Achieve 3000 will be provided.

Title X- Homeless
District Homeless Social Worker provides resources (clothing, school supplies, and social services referrals) for students identified as homeless under the Ribault Full Service Program and United Way to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)
SAI funds will be coordinated with Title I funds to provide after-school tutoring for struggling students, SAI funds will be used to pay for teacher salaries for tutoring.

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
	Business/Community
Lizzie Peeples	Teacher
Marilyn Hill	Business/Community
Betty Burney	Business/Community
Cindy Gentry	Principal
Lauren Apolito	Teacher
Samantha Valentini	Teacher

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

The newly appointed SAC committee will review the 2016-2017 school improvement plan to determine its effect on student achievement. Each member will be given a copy of the plan and the report card. Discussions will be held to analyze strategies and determine which strategies lead to improvements and which had no effect on changing student achievement.

b. Development of this school improvement plan

The SAC submits additional strategies and resources to enhance student achievement. The principal reviews data with the SAC team monthly in order to continuously update the school improvement plan based on student needs.

c. Preparation of the school's annual budget and plan

The annual budget guidelines and allocated funds are shared with the SAC committee during the budget process.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

School Improvement funds are utilized to provide supplemental materials to the school for the purpose of improving student achievement and the quality of instruction. After data is reviewed materials are selected based on the needs of the students. Funds are appropriated towards the strategies identified in the school improvement plan.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.
Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Gentry, Cindy	Principal
White, Nikesha	Assistant Principal
Merkison, Armedra	Instructional Coach
Beyer, Brittany	Teacher, K-12
Baker, Nicole	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The Literacy Leadership team promotes literacy within the school by supporting teachers in their acquisition of instructional skills, analysis and interpretation of data, and planning for differentiation. The LLT supports students within the classroom, promotes literacy across the school through special programs such as Reading Our Way to College (25 Book Campaign), Principal's Book of the Month Club, Book Character Parade, Literacy Nights and the school's media program. The LLT also monitors and ensures that financial resources are used to promote literacy across the school.

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Bi-weekly Professional Development is held on Wednesdays to support teachers with the acquisition of research-based instructional strategies. Weekly common planning time is used for curriculum mapping, analyzing data, lesson planning, assessment design and data analysis. Instructional Rounding is used to focus observations on teacher behaviors that lead to increased student achievement and to develop a common language for and understanding of excellent instruction. Student work is examined using learning protocols. The Instructional Coaches and Administration work with grade levels to increase proficiency and teaching skills during professional development and common planning.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

1. Mentor Monthly Meetings on Mondays are held with the Novice Teacher, Mentor, Administrator, and PDF. Strategies are provided to help show competency in the Florida Educator Accomplished Practices
2. Bi-weekly Professional Development is held on Wednesdays to support teachers with the acquisition of effective instructional strategies. The Instructional Coaches and Administration work with grade levels in specific content areas.
3. Teacher Mentoring Program assigns a highly qualified mentor to work with a beginning teacher

throughout the school year. Mentors support the teachers with classroom management, lesson planning and delivery, and any other areas of need.
4. Teach For America Support Staff visits core members on a weekly basis. Providing specific feedback to classroom observations.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

AT Martin Luther King Jr. F.A.M.E. Academy we work diligently to retain and recruit the best teachers. When teachers are recruited that are placed immediately matched with a mentor teacher who has been CET trained, rated effective or highly effective, and one who has proven data results. The mentee is provided intensive support with:
• CHAMPs system to assist with classroom management.
• Mentor observation cycles in which new teachers receive formative feedback and targeted coaching from
mentor.
• New teacher observations of model teachers with a focus on identified challenges and Educator Accomplished Practices
• Mentor Monday learning sessions that focus on identified areas of need from CAST evaluation and checklist to monitor progress for certification process.
• Collaborative learning groups, data chats, early dismissal training, and Instructional Rounding, provide additional layers of support and learning opportunities.
• Lesson plan support for diverse learners, shadow and observe teachers.
• Analysis of student work to inform instruction.

Teachers are paired with mentors who are content and/or grade level alike.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

At MLK we implement with fidelity the district's adopted reading and math programs. The use of these programs and the district's curriculum guides and assessments ensure our instruction is aligned to the depth and rigor of the Florida standards for math and English language arts. The core programs have been evaluated and vetted using the Instructional Materials Evaluation Tool (IMET).

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

At Martin Luther King Jr. F.A.M.E. Academy data is used to strategically plan lessons that meet the needs of the students. After data is analyzed and disaggregated by teachers support is provided by the academic coaches and administration on developing effective lessons and differentiated center rotations. Daily teacher led group instruction is provided to ensure student growth. Achieve 3000 and I-Ready computer based programs are geared towards the independent levels of students.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 10,800

Team Up after school program allows for an additional hour of instruction in literacy and/or math by a certified teacher. Students also spend time on completing home learning activities that support the objectives for the day. There are a total of 200 students in K- 5 being served.

Strategy Rationale

Students will receive additional remediation in reading with a focus on data-based centers in which students will develop and improve foundation skills and transfer new learning into appropriately complex text.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Gentry, Cindy, gentryc@duvalschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Monthly analysis of data from I-Ready Progress Monitoring assessments will be used to determine the effectiveness of the strategy.

Strategy: After School Program

Minutes added to school year: 4,500

After school tutoring will be provided in the area of literacy for students who fall into one of more of the following categories: bottom quartile students, retainees, I-Ready Profile 1 and 2

Strategy Rationale

Students will receive additional remediation in reading through small group instruction and blended learning.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Gentry, Cindy, gentryc@duvalschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

I-Ready progress monitoring assessments will be used to determine student growth.

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

At Martin L. King, Jr. Elementary F.A.M.E. Academy, we have one Pre-Kindergarten classes which increase the transitional learning at the school-based level. All incoming Kindergarten students are assessed upon entering school to assist in differentiated instruction, as well as intervention strategies and programs. All students are assessed using FLKRS/Echos, IReady, PAST, and a letters and sounds assessment.

Screening data will be collected and disaggregated by the end of September 2015. Data will be used to plan daily instruction for all students; including those who may need intervention beyond core instruction. Teachers will provide differentiated instruction in small groups in order to meet students' needs. Instruction will include modeling, guided practice, and independent practice of all areas identified by screening data.

After data is gathered and analyzed, teachers will group students according to areas of non proficiency. Teachers will provide remediation based on identified skills and standards during teacher-led groups to address foundational skills, as well as guided reading.

Screening tools will be re-administered mid-year and at the end of the year in order to determine student learning gains and instructional needs.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

N/A

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

N/A

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

N/A

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

N/A

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"Â? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   If MLK develops and implements a systematic approach to reading instruction, then reading proficiency will increase across grade levels and content areas.

G2.   If all faculty and staff utilize a system of positive behavior support, then discipline and school culture will improve.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If MLK develops and implements a systematic approach to reading instruction, then reading proficiency will increase across grade levels and content areas. `1a`

🔍 G084223

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement	40.0
FSA Mathematics Achievement	45.0
FCAT 2.0 Science Proficiency	55.0

Targeted Barriers to Achieving the Goal `3`

- Lack of instructional strategies proven to increase reading achievement, growth and/or proficiency.

- A systematic approach to addressing reading deficiencies is needed.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- School based reading coach

- District Literacy Specialists

- District Curriculum Guides

- District ELA Curriculum (Core Knowledge and Expeditionary Learning)

- Professional Literature

- School-based Reading Interventionists

- ESE Teachers

- Instructional Para-professionals

- Media Specialist

- EQUIP Protocol

Plan to Monitor Progress Toward G1. `8`

Administrators and coaches will review student data to measure improvements in instruction.

Person Responsible
Cindy Gentry

Schedule
Every 6 Weeks, from 8/8/2016 to 6/2/2017

Evidence of Completion
Student Data from multiple sources (6-week data cycles, module assessments, Achieve 3000 Level Set Data, I-Ready progress monitoring data, etc.)

G2. If all faculty and staff utilize a system of positive behavior support, then discipline and school culture will improve. 1a

🔍 G084224

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	40.0

Targeted Barriers to Achieving the Goal 3

- Absence of a explicit positive behavior support plan and inconsistent implementation.

- Lack of proficiency with Tier 2 and 3 interventions for students who do not respond to Tier 1.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Positive Behavior Support Plan Vamecia Powell, Student Discipline and Support Services Specialist Second Step Curriculum Hero K-12 Program Ne'Shaun Borden, Licensed Mental Health Counselor (Proof of Concept Schools)

- Positive Behavior Support Plan Vamecia Powell, Student Discipline and Support Services Specialist Second Step Curriculum Hero K-12 Program Ne'Shaun Borden, Licensed Mental Health Counselor (Proof of Concept Schools)

- Positive Behavior Support Plan Vamecia Powell, Student Discipline and Support Services Specialist Second Step Curriculum Hero K-12 Program Ne'Shaun Borden, Licensed Mental Health Counselor (Proof of Concept Schools)

Plan to Monitor Progress Toward G2. 8

Discipline data
Data from PBS team walkthroughs
CAST Domain 2 data

Person Responsible

Nikesha White

Schedule

Monthly, from 9/1/2016 to 6/14/2017

Evidence of Completion

Student discipline data and data from Domain 2 of the CAST rubric will be evaluated.

Plan to Monitor Progress Toward G2. `8`

Discipline data
Data from PBS team walkthroughs
CAST Domain 2 data

> **Person Responsible**
> Nikesha White
>
> **Schedule**
> Monthly, from 9/1/2016 to 6/14/2017
>
> ***Evidence of Completion***
> Student discipline data and data from Domain 2 of the CAST rubric will be evaluated.

Plan to Monitor Progress Toward G2. `8`

Discipline data
Data from PBS team walkthroughs
CAST Domain 2 data
Gallup Poll Data

> **Person Responsible**
> Nikesha White
>
> **Schedule**
> Monthly, from 9/1/2016 to 6/14/2017
>
> ***Evidence of Completion***
> Student discipline data and data from Domain 2 of the CAST rubric will be evaluated.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. If MLK develops and implements a systematic approach to reading instruction, then reading proficiency will increase across grade levels and content areas. 1

🔑 G084223

G1.B1 Lack of instructional strategies proven to increase reading achievement, growth and/or proficiency. 2

🔑 B223798

G1.B1.S1 Teachers will participate in weekly common planning to plan instruction, assessments, and interventions based on current data. Work will focus on how to respond to struggling readers, as well as proficient readers. 4

🔑 S236137

Strategy Rationale

Job-embedded professional learning through common planning will help teachers learn effective strategies for teaching the standards and implementing effective interventions.

Action Step 1 5

Administrators and coaches will work with teachers during common planning each week.

Person Responsible

Armedra Merkison

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Common planning agendas and notes lesson plans Assessment data Student work samples

Action Step 2 5

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Administration will participate in common planning and review agendas and notes.

Person Responsible

Cindy Gentry

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Common planning agendas and notes

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

Administrators will perform classroom walk-throughs and observations using the CAST rubric and aligned focus walk instruments to determine improvements in pedagogy and instructional delivery.

Person Responsible

Cindy Gentry

Schedule

Weekly, from 8/16/2016 to 6/2/2017

Evidence of Completion

Walk through documents observation notes and feedback CAST Data

G1.B2 A systematic approach to addressing reading deficiencies is needed. 2

🔍 B223799

G1.B2.S1 Use a six-week assessment cycle to monitor progress and adjust interventions as needed. 4

🔍 S236138

Strategy Rationale

it is important to measure the effectiveness of instruction and provide appropriate interventions, support, and adjustments when students do not respond to instruction.

Action Step 1 5

Develop a focus and assessment calendar for intermediate ELA and Math.

Person Responsible

Elizabeth Blank

Schedule

Every 6 Weeks, from 8/8/2016 to 6/2/2017

Evidence of Completion

Focus Calendars

Action Step 2 5

Develop or identify curriculum-aligned assessments to be used at the end of the six-week cycle.

Person Responsible

Nikesha White

Schedule

Every 6 Weeks, from 8/8/2016 to 6/2/2017

Evidence of Completion

Assessments

Action Step 3 `5`

Analyze data from assessments and plan purposeful interventions using the data.

Person Responsible

Cindy Gentry

Schedule

Every 6 Weeks, from 8/8/2016 to 6/2/2017

Evidence of Completion

Data tracker, item analyses, lesson plans

Plan to Monitor Fidelity of Implementation of G1.B2.S1 `6`

Focus calendars and assessments will be provided for teachers. Data analysis and interventions will occur during common planning with the support of administrators, coaches, and interventionists. Administrators will ensure the cycle occurs. Time will be provided during the school day for teachers to analyze assessments and plan for interventions.

Person Responsible

Cindy Gentry

Schedule

Every 6 Weeks, from 8/8/2016 to 6/2/2017

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 `7`

Data will be analyzed from cycle to cycle (cumulative assessment) to ensure students are making steady progress. Data sources include, progress monitoring assessments, lexile, I-Ready scale scores, and module assessments.

Person Responsible

Cindy Gentry

Schedule

Every 6 Weeks, from 8/8/2016 to 6/2/2017

Evidence of Completion

Data charts/spreadsheets, data trackers

G2. If all faculty and staff utilize a system of positive behavior support, then discipline and school culture will improve. [1]

🔑 G084224

G2.B1 Absence of a explicit positive behavior support plan and inconsistent implementation. [2]

🔑 B223800

G2.B1.S1 Establish a PBIS Team that will develop the PBIS plan and handbook including explicit lesson plans for common areas. [4]

🔑 S236139

Strategy Rationale

in order to reduce chronic misbehavior a team was needed to develop a plan to create a positive learning environment.

Action Step 1 [5]

Identify faculty and staff for membership on the PBIS team.

Person Responsible

Nikesha White

Schedule

On 7/1/2016

Evidence of Completion

PBIS Team Roster

Action Step 2 [5]

Develop the PBIS plan, handbook, and common area lesson plans.

Person Responsible

Nikesha White

Schedule

Weekly, from 7/13/2016 to 8/3/2016

Evidence of Completion

PBIS plan and handbook

Plan to Monitor Fidelity of Implementation of G2.B1.S1 `6`

Principal will review meeting agendas, meeting notes, and documents produced by the team.

Person Responsible

Cindy Gentry

Schedule

Weekly, from 7/13/2016 to 8/3/2016

Evidence of Completion

Meeting agendas, meeting notes, and documents produced by the team (handbook/plan and common area lesson plans.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

Principal will review the work of the team and the documents produced by the team and provide feedback to the team and suggestions for revisions.

Person Responsible

Schedule

Weekly, from 7/13/2016 to 8/3/2016

Evidence of Completion

Revised/edited documents (handbook/plan and common area lesson plans)

G2.B1.S2 Provide professional learning for faculty and staff that will enable them to implement the PBIS plan with fidelity and proficiency. 4

🔑 S236140

Strategy Rationale

to develop a common language and common expectations for behaviors and the implementation of the PBIS plan.

Action Step 1 5

Provide professional development on the PBIS plan during pre-planning and on-going, monthly professional development during early dismissal

Person Responsible

Nikesha White

Schedule

Monthly, from 8/8/2016 to 6/14/2017

Evidence of Completion

Early dismissal agendas and feedback forms.

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Principal will observe and/or participate in learning sessions.

Person Responsible

Cindy Gentry

Schedule

Monthly, from 8/8/2016 to 6/14/2017

Evidence of Completion

Meeting notes and feedback to presenters (PBIS team member and assistant principal), and feedback/evaluation forms completed by teachers

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 `7`

Administrative team will collect and analyze data from classroom observations and discipline incidents.

Person Responsible

Schedule

Evidence of Completion

Analysis of focus walk/monitoring forms for Domain 2 of the CAST rubric and discipline data from FOCUS

G2.B2 Lack of proficiency with Tier 2 and 3 interventions for students who do not respond to Tier 1. `2`
🔑 B223801

G2.B2.S1 Provide professional development on Tier 2 and 3 interventions for behavior. `4`
🔑 S236142

Strategy Rationale

to equip faculty and staff with actionable strategies that they can use in their classroom to identify and respond to students in need to interventions.

Action Step 1 `5`

Provide monthly professional development on effective classroom management strategies.

Person Responsible

Cindy Gentry

Schedule

Monthly, from 9/14/2016 to 6/14/2017

Evidence of Completion

early dismissal agendas and feedback forms

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Administrative team and PBIS team will review agendas, materials, and feedback forms each month

Person Responsible

Nikesha White

Schedule

Monthly, from 9/14/2016 to 6/14/2017

Evidence of Completion

early dismissal agendas, professional development materials and feedback forms from teachers

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Administrative team and PBIS team will review feedback forms from teachers after each session.

Person Responsible

Nikesha White

Schedule

Monthly, from 9/14/2016 to 6/17/2017

Evidence of Completion

Feedback forms from teachers and next steps developed as a result of reviewing the feedback

G2.B2.S2 Provide coaching (including real-time, video) for teachers who need support with students who don't respond to interventions. 4

🔑 S236143

Strategy Rationale

to increase capacity of teachers to respond to student misbehavior.

Action Step 1 5

Conduct focus walks to determine teachers who will need additional support with classroom management and behavior interventions.

Person Responsible

Cindy Gentry

Schedule

Weekly, from 8/15/2016 to 6/14/2017

Evidence of Completion

Focus walk forms/observational data

Action Step 2 5

Assign a classroom management coach to each teacher who is struggling with classroom management.

Person Responsible

Cindy Gentry

Schedule

On 9/19/2016

Evidence of Completion

Coach-teacher list

Plan to Monitor Fidelity of Implementation of G2.B2.S2 `6`

Administrative team will meet weekly to discuss observational data and plan next steps for teachers.

Person Responsible

Cindy Gentry

Schedule

Weekly, from 8/22/2016 to 6/14/2017

Evidence of Completion

Administrative team agendas and meeting notes

Plan to Monitor Fidelity of Implementation of G2.B2.S2 `6`

Administrative team will meet bi-weekly with coaches to provide next steps for coaching based on classroom observations of struggling teachers.

Person Responsible

Cindy Gentry

Schedule

Biweekly, from 10/3/2016 to 6/14/2017

Evidence of Completion

Meeting agendas and notes, next step for coaching

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 `7`

Additional focus walks and informal observations (CAST Domain 2) will be conducted to determine improvement of classroom environments of struggling teachers, as well as behavior of target students.

Person Responsible

Cindy Gentry

Schedule

Monthly, from 9/12/2016 to 6/14/2017

Evidence of Completion

Decrease in discipline incidents and improved classroom environments as a result of improved classroom management.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G1.B1.S1.A2 A304619	[no content entered]		No Start Date		No End Date one-time
G2.B1.S2.MA1 M310302	Administrative team will collect and analyze data from classroom observations and discipline...		9/1/2016	Analysis of focus walk/monitoring forms for Domain 2 of the CAST rubric and discipline data from FOCUS	No End Date monthly
G2.B1.S1.A1 A304624	Identify faculty and staff for membership on the PBIS team.	White, Nikesha	7/1/2016	PBIS Team Roster	7/1/2016 one-time
G2.B1.S1.MA1 M310300	Principal will review the work of the team and the documents produced by the team and provide...		7/13/2016	Revised/edited documents (handbook/plan and common area lesson plans)	8/3/2016 weekly
G2.B1.S1.MA1 M310301	Principal will review meeting agendas, meeting notes, and documents produced by the team.	Gentry, Cindy	7/13/2016	Meeting agendas, meeting notes, and documents produced by the team (handbook/plan and common area lesson plans.	8/3/2016 weekly
G2.B1.S1.A2 A304625	Develop the PBIS plan, handbook, and common area lesson plans.	White, Nikesha	7/13/2016	PBIS plan and handbook	8/3/2016 weekly
G2.B2.S2.A2 A304629	Assign a classroom management coach to each teacher who is struggling with classroom management.	Gentry, Cindy	9/19/2016	Coach-teacher list	9/19/2016 one-time
G1.MA1 M310299	Administrators and coaches will review student data to measure improvements in instruction.	Gentry, Cindy	8/8/2016	Student Data from multiple sources (6-week data cycles, module assessments, Achieve 3000 Level Set Data, I-Ready progress monitoring data, etc.)	6/2/2017 every-6-weeks
G1.B1.S1.MA1 M310295	Administrators will perform classroom walk-throughs and observations using the CAST rubric and...	Gentry, Cindy	8/16/2016	Walk through documents observation notes and feedback CAST Data	6/2/2017 weekly
G1.B1.S1.MA1 M310296	Administration will participate in common planning and review agendas and notes.	Gentry, Cindy	8/15/2016	Common planning agendas and notes	6/2/2017 weekly
G1.B1.S1.A1 A304618	Administrators and coaches will work with teachers during common planning each week.	Merkison, Armedra	8/15/2016	Common planning agendas and notes lesson plans Assessment data Student work samples	6/2/2017 weekly
G1.B2.S1.MA1 M310297	Data will be analyzed from cycle to cycle (cumulative assessment) to ensure students are making...	Gentry, Cindy	8/8/2016	Data charts/spreadsheets, data trackers	6/2/2017 every-6-weeks
G1.B2.S1.MA1 M310298	Focus calendars and assessments will be provided for teachers. Data analysis and interventions...	Gentry, Cindy	8/8/2016		6/2/2017 every-6-weeks
G1.B2.S1.A1 A304620	Develop a focus and assessment calendar for intermediate ELA and Math.	Blank, Elizabeth	8/8/2016	Focus Calendars	6/2/2017 every-6-weeks
G1.B2.S1.A2 A304621	Develop or identify curriculum-aligned assessments to be used at the end of the six-week cycle.	White, Nikesha	8/8/2016	Assessments	6/2/2017 every-6-weeks
G1.B2.S1.A3 A304622	Analyze data from assessments and plan purposeful interventions using the data.	Gentry, Cindy	8/8/2016	Data tracker, item analyses, lesson plans	6/2/2017 every-6-weeks
G2.MA1 M310309	Discipline data Data from PBS team walkthroughs CAST Domain 2 data	White, Nikesha	9/1/2016	Student discipline data and data from Domain 2 of the CAST rubric will be evaluated.	6/14/2017 monthly
G2.MA1 M310310	Discipline data Data from PBS team walkthroughs CAST Domain 2 data	White, Nikesha	9/1/2016	Student discipline data and data from Domain 2 of the CAST rubric will be evaluated.	6/14/2017 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.MA1 M310311	Discipline data Data from PBS team walkthroughs CAST Domain 2 data Gallup Poll Data	White, Nikesha	9/1/2016	Student discipline data and data from Domain 2 of the CAST rubric will be evaluated.	6/14/2017 monthly
G2.B2.S1.MA1 M310305	Administrative team and PBIS team will review agendas, materials, and feedback forms each month	White, Nikesha	9/14/2016	early dismissal agendas, professional development materials and feedback forms from teachers	6/14/2017 monthly
G2.B2.S1.A1 A304627	Provide monthly professional development on effective classroom management strategies.	Gentry, Cindy	9/14/2016	early dismissal agendas and feedback forms	6/14/2017 monthly
G2.B1.S2.MA1 M310303	Principal will observe and/or participate in learning sessions.	Gentry, Cindy	8/8/2016	Meeting notes and feedback to presenters (PBIS team member and assistant principal), and feedback/ evaluation forms completed by teachers	6/14/2017 monthly
G2.B1.S2.A1 A304626	Provide professional development on the PBIS plan during pre-planning and on-going, monthly...	White, Nikesha	8/8/2016	Early dismissal agendas and feedback forms.	6/14/2017 monthly
G2.B2.S2.MA1 M310306	Additional focus walks and informal observations (CAST Domain 2) will be conducted to determine...	Gentry, Cindy	9/12/2016	Decrease in discipline incidents and improved classroom environments as a result of improved classroom management.	6/14/2017 monthly
G2.B2.S2.MA1 M310307	Administrative team will meet weekly to discuss observational data and plan next steps for...	Gentry, Cindy	8/22/2016	Administrative team agendas and meeting notes	6/14/2017 weekly
G2.B2.S2.MA3 M310308	Administrative team will meet bi-weekly with coaches to provide next steps for coaching based on...	Gentry, Cindy	10/3/2016	Meeting agendas and notes, next step for coaching	6/14/2017 biweekly
G2.B2.S2.A1 A304628	Conduct focus walks to determine teachers who will need additional support with classroom...	Gentry, Cindy	8/15/2016	Focus walk forms/observational data	6/14/2017 weekly
G2.B2.S1.MA1 M310304	Administrative team and PBIS team will review feedback forms from teachers after each session.	White, Nikesha	9/14/2016	Feedback forms from teachers and next steps developed as a result of reviewing the feedback	6/17/2017 monthly

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G2. If all faculty and staff utilize a system of positive behavior support, then discipline and school culture will improve.

G2.B1 Absence of a explicit positive behavior support plan and inconsistent implementation.

G2.B1.S2 Provide professional learning for faculty and staff that will enable them to implement the PBIS plan with fidelity and proficiency.

PD Opportunity 1

Provide professional development on the PBIS plan during pre-planning and on-going, monthly professional development during early dismissal

Facilitator

Cindy Gentry and Nikesha White

Participants

MLK Faculty and Staff

Schedule

Monthly, from 8/8/2016 to 6/14/2017

G2.B2 Lack of proficiency with Tier 2 and 3 interventions for students who do not respond to Tier 1.

G2.B2.S1 Provide professional development on Tier 2 and 3 interventions for behavior.

PD Opportunity 1

Provide monthly professional development on effective classroom management strategies.

Facilitator

Cindy Gentry and Nikesha White

Participants

faculty and staff

Schedule

Monthly, from 9/14/2016 to 6/14/2017

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	Administrators and coaches will work with teachers during common planning each week.	$0.00
2	G1.B1.S1.A2		$0.00
3	G1.B2.S1.A1	Develop a focus and assessment calendar for intermediate ELA and Math.	$0.00
4	G1.B2.S1.A2	Develop or identify curriculum-aligned assessments to be used at the end of the six-week cycle.	$0.00
5	G1.B2.S1.A3	Analyze data from assessments and plan purposeful interventions using the data.	$0.00
6	G2.B1.S1.A1	Identify faculty and staff for membership on the PBIS team.	$0.00
7	G2.B1.S1.A2	Develop the PBIS plan, handbook, and common area lesson plans.	$0.00
8	G2.B1.S2.A1	Provide professional development on the PBIS plan during pre-planning and on-going, monthly professional development during early dismissal	$0.00
9	G2.B2.S1.A1	Provide monthly professional development on effective classroom management strategies.	$0.00
10	G2.B2.S2.A1	Conduct focus walks to determine teachers who will need additional support with classroom management and behavior interventions.	$0.00
11	G2.B2.S2.A2	Assign a classroom management coach to each teacher who is struggling with classroom management.	$0.00
		Total:	$0.00