

Duval County Public Schools

# Martin Luther King, Jr Elementary School



2017-18 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<br>(per MSID File) | 2016-17 Title I School | 2016-17 Economically<br>Disadvantaged (FRL) Rate<br>(as reported on Survey 3) |
|--|------------------------|---|
| Elementary School<br>PK-5                        | Yes                    | 100%  |
| Primary Service Type<br>(per MSID File)          | Charter School         | 2018-19 Minority Rate<br>(Reported as Non-white<br>on Survey 2)               |
| K-12 General Education                           | No                     | 98%   |

### School Grades History

| Year  | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|-------|---------|---------|---------|---------|
| Grade | C       | D       | D*      | C       |

*\*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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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## 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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

### 2017-18 DA Category and Statuses for Martin Luther King, Jr Elementary School

| DA Region and RED                            | DA Category and Turnaround Status |
|--|-----------------------------------|
| Northeast - <a href="#">Cassandra Brusca</a> | - 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 educational excellence in every classroom, for every student, every day.

##### b. Provide the school's vision statement.

At Martin Luther King Jr. F.A.M.E Academy every student is inspired and prepared for success in middle school and beyond.

#### 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 spend considerable time at the beginning of the year to learn more about their students. Teachers survey parents and students to gain insight into their backgrounds, likes, and hobbies. Students complete interest inventories and participate in community meetings/social circles during which time they discuss topics of interest and concern. To build rapport, teachers use collaborative strategies to connect students with interest both similar and dissimilar to their own, thereby building a culture of tolerance and mutual respect.

Throughout the school year parents are invited to provide feedback during parent involvement events. Feedback is used to make adjustments to programs, school policies, and procedures, as well as community engagement events. Families are invited to engage with teachers, support staff and administrators through events such as Coffee and Conversation with the principal, Open House and SAC and PTA and through the use of the Parent Involvement Room.

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

Student safety and emotional well-being are priorities at Martin Luther King Jr. F.A.M.E. Academy. To create a safe and respectful learning environment, a Positive Behavior Interventions and Support Team was established.

This team collaborated to develop the PBIS plan for the year which includes school-wide rules, expectations, procedures, incentives and rewards. During the first weeks of school, teachers present common area lesson plans, which include the Guidelines for Success and School-wide Rules. Students learn the MLK Way: Be safe, be kind, be responsible, be a learner. The MLK way is incorporated into all aspects of the school day.

Classes can earn "class eagles" for displaying appropriate behavior in common areas and for following the MLK Way. Classes have the opportunity to be recognized from all faculty and staff in the building. A monthly drawing is held to award classes with the most class eagles. Classes can also earn "cafeteria stars" for the positive behavior in the dining hall. Again, classes are rewarded each month for earning the most stars among their grade level peers.

In addition to the PBIS plan, MLK participates in the character education program "Learning for Life" which teaches a new character trait each month. Students are nominated for the monthly "Excellent Eagle" award for exhibiting the character trait of the month. These students are recognized during the

monthly school-wide assembly, First Friday.

The school counselor also implements the Child Safety Matters Program which is a comprehensive, program that provides students and adults with strategies to prevent bullying and abuse. Program implementation helps ensure a safe school environment.

Classroom teachers implement the Class Dojo system to reward students individually for displaying positive behavior in class. Parents can access students' points and communicate with the teacher through this interactive app. Students are highly motivated to earn points, because they can be used to shop at the Eagle Store each month.

Positive referrals are written for students who exemplify excellent school citizenship. Students' names are announced on the intercom and they are recognized by the principal with treats and phone calls or notes home.

A student accountability board was instituted to mediate disputes between students, as a part of the restorative justice initiative. The accountability board gives students the opportunity to make amends and right wrongs they have done to other students.

**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. CHAMPs, which is an acronym for conversation, help, activity, movement, and participation is used for all activities and transitions throughout the school day. CHAMPs allows teachers to clearly communicate expectations to students for various activities in the classroom and common areas throughout the school. Student behavior, whether positive or otherwise, is tracked using a point system. Students begin each day with three points and can earn or lose them throughout the day based on their actions. Students always have the opportunity to earn points back by improving their behavior. The total number of points students earn throughout the day constitutes their daily behavior grade. Points are not displayed for all to see, but kept private between the student and teacher. Professional development on the PBIS plan was provided to all teachers during pre-planning and refreshers are offered throughout the school year. Parents are notified of the expectations in the parent handbook which is distributed during the first week of school and posted on the school's website. Students consequences are consistent and fair throughout the school: warning, time out, 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 Learning for Life Program. In primary classrooms, teachers help students learn social skills using the Second Step program. Because our school is a Full Service Plus School, students may receive mental health counseling on site. The school has a partnership with Ribault Full Service Schools and the Boys and Girls Club of Northeast Florida. The school houses the Giving Closet Project which provides clothing, shoes, toiletries and other essentials for students in need. A wellness room has been implemented and is a place where students who are in crisis or need additional emotional and social support may go to decompress and speak to a trusted adult about what is going on. The school has adopted a restorative justice approach to discipline which allows students who have wronged others to make amends and allows their victims to have a voice and to have their needs addressed. The full staff has



received ALERT training so they know how to respond to various issues students might be experiencing such as bullying, behavior issues, mental health conditions, abuse, crisis, etc. With the exception of brand new teachers, all have been trained in Youth Mental Health First Aid which gives teachers the tools to notice signs and symptoms of mental health conditions, how to respond, and the resources available to assist students.

### 3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(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 academically 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     | 2           | 3 | 4 | 11 | 8  | 6  | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 34    |
| One or more suspensions         | 0           | 1 | 0 | 0  | 0  | 0  | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 1     |
| Course failure in ELA or Math   | 3           | 7 | 0 | 3  | 3  | 1  | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 17    |
| Level 1 on statewide assessment | 0           | 0 | 0 | 11 | 44 | 32 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 87    |

##### 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 | 3           | 12 | 23 | 36 | 59 | 43 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 176   |

#### 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).



**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.**

**a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?**

Yes

**1. PFEP 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 by making connections to faith-based partners, as well as local businesses. School leadership has applied for and received grant funding for special projects and resources to support students. Parents, community members 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. Parents and community members are encouraged to register to volunteer and are invited into the school to assist and support school programs.

**C. Effective Leadership**

**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 is 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 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 and monitors the fidelity of implementation.

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

Supplemental funds for improving basic education programs using technology in classrooms will be used to provide individualized instruction using the i-Ready and Achieve 3000 blended learning platforms. These engaging computer-based programs adapt to students' current level of performance and construct a learning path designed to increase achievement in literacy and mathematics.

#### Title X- Homeless

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

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, as well as instructional materials needed for tutoring.

## 2. School Advisory Council (SAC)

### a. Membership

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

| Name             | Stakeholder Group  |
|------------------|--------------------|
| Lizzie Peeples   | Teacher            |
| Cindy Gentry     | Principal          |
| Requitta Riley   | Parent             |
| Sheree Andrews   | Parent             |
| Betty Burney     | Business/Community |
| Carlette Mallety | Parent             |
| Dannielle Dunbar | Parent             |

### b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

##### *a. Evaluation of last year's school improvement plan*

The newly appointed SAC committee will review the 2017-2018 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 |
| Baker, Nicole     | Teacher, K-12       |
| Smith, Jennifer   | Teacher, K-12       |
| Payne, Marva      | School Counselor    |

**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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

**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.
5. Weekly Novice Check in meetings are held with administration to support teachers in the acquisition of new knowledge necessary for success in the classroom.
6. Novice teachers are also provided with an intensive coaching cycle with a classroom management coach. The cycle is designed to support new teachers as they think through and design effective rituals, routines, and procedures for their classrooms.

### **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. Teachers are paired with mentors who are content and/or grade level alike. The following activities will occur:

- \* Training on the CHAMPs system to assist with classroom management, including follow up observation, feedback and modeling.
- \* Mentor observation cycles in which new teachers receive formative feedback and targeted coaching from their assigned mentor.
- \* New teacher observations of model teachers with a focus on identified challenges and Educator Accomplished Practices
- \* Monthly Mentor Monday sessions that focus on identified areas of need from CAST evaluation and checklist to monitor progress for certification process and completion of induction requirements
- \* Collaborative learning groups, data chats, early dismissal training, and Instructional Rounding to provide additional layers of support and learning opportunities.
- \* Lesson plan support for diverse learners, shadow and observe teachers during common planning and individual coaching sessions
- \* Collaborative Analysis of student work with instructional coaches to inform instruction.
- \* Weekly Novice Check-Ins with administrators to provide the opportunity to ask questions and to learn about pre-determined topics (i.e. CAST and teacher evaluation, conducting parent conferences, Tier 2 and 3 Behavior Interventions, MTSS/Rti, etc.)
- \* Novice professional book study (Text: The Tough Kid New Teacher Book)

## **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. Reading interventionist provide an additional layer of support for students who are below proficient. Lexile levels, I-Ready scale scores, district baseline assessments and FSA achievement levels are used to identify students in need of additional interventions.

**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 or more of the following categories: bottom quartile, 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

**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 and two Head Start classes, which increase the transitional learning at the school-based level. Pre-K and Head Start students are assessed throughout the school year using the VPK Assessment, Get Ready to Read, Brigance, PLS-5, and Teaching Strategies Gold. This allows teachers and administrators to evaluate the effectiveness of the early learning programs. When students enter kindergarten, they are assessed using the fAll 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

Screening data will be collected and disaggregated by the end of September 2017. 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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

### 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" 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

 = 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

G094464

**Targets Supported** 1b

| Indicator                    | Annual Target |
|------------------------------|---------------|
| FSA ELA Achievement          | 40.0          |
| FSA Mathematics Achievement  | 50.0          |
| FCAT 2.0 Science Proficiency | 60.0          |

**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 8/14/2017 to 5/31/2018

**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

G094465

**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 Class Dojo Elizabeth Cardy, Licensed Mental Health Counselor (Proof of Concept Schools) Child Safety Matters Curriculum The Tough Kid Book by Rhode, Jenson, and Reavis The Tough Kid Toolbox by Jenson, Rhode, and Reavis The Tough Kid New Teacher Book by Rhode, Jenson, and Morgan

**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 9/4/2017 to 5/31/2018

**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 9/4/2017 to 5/31/2018

**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 9/4/2017 to 5/31/2018

***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

 = 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**

 G094464

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

 B253724

**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**

 S267998

### 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 8/17/2017 to 5/31/2018

#### 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 8/17/2017 to 5/31/2018

**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 8/17/2017 to 5/31/2018

**Evidence of Completion**

Walk through documents observation notes and feedback CAST Data

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

The Literacy Leadership Team will review student achievement data each month to determine student growth in reading and writing.

**Person Responsible**

Armedra Merkison

**Schedule**

Monthly, from 9/14/2017 to 5/14/2018


**Evidence of Completion**

Monthly data team minutes and analysis notes will be compiled as evidence of the process.

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

 B253725

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

 S267999

**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 8/14/2017 to 5/31/2018

***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 8/14/2017 to 5/31/2018

***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 8/14/2017 to 5/31/2018

**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 planning for 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 8/14/2017 to 5/31/2018

**Evidence of Completion**

Focus calendars, disaggregated data and analysis notes, intervention plans, common planning agendas and notes

### 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 8/14/2017 to 5/31/2018

**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

 G094465

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

 B253726

**G2.B1.S1** Establish a PBIS Team that will revise and expand the current PBIS plan and handbook including explicit lesson plans for common areas. 4

 S268000

### 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 8/28/2017

#### Evidence of Completion

PBIS Team Roster

### Action Step 2 5

Make revisions to the PBIS plan, handbook, and common area lesson plans.

#### Person Responsible

Nikesha White

#### Schedule

Biweekly, from 9/4/2017 to 10/4/2017

#### 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**

Biweekly, from 9/4/2017 to 10/4/2017

**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**

Cindy Gentry

**Schedule**

Weekly, from 9/4/2017 to 10/4/2017

**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

 S268001

### 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 8/7/2017 to 5/31/2018

#### 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 8/7/2017 to 5/31/2018

#### 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

Monthly, from 9/14/2017 to 6/8/2018


### 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

 B253727

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

 S268003

### 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 9/13/2017 to 5/30/2018

### 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 each month

**Person Responsible**

Nikesha White

**Schedule**

Monthly, from 9/13/2017 to 5/30/2018

**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 9/13/2017 to 5/30/2018

**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

 S268004

### 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

Biweekly, from 8/28/2017 to 4/30/2018

##### 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 9/29/2017

##### 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 8/28/2017 to 6/8/2018

***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 9/1/2017 to 6/8/2018

***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 9/1/2017 to 5/25/2018













***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       |
|-------------------------|--|-------------------|-------------------------------|--|-------------------------|
| <b>2018</b>             |  |                   |                               |  |                         |
| G1.B1.S1.A2<br>A356636  | [no content entered]   |                   | No Start Date                 |  | No End Date one-time    |
| G2.B1.S1.A1<br>A356640  | Identify faculty and staff for membership on the PBIS team.  | White, Nikesha    | 8/28/2017                     | PBIS Team Roster   | 8/28/2017 one-time      |
| G2.B2.S2.A2<br>A356645  | Assign a classroom management coach to each teacher who is struggling with classroom management.     | Gentry, Cindy     | 8/18/2017                     | Coach-teacher list   | 9/29/2017 one-time      |
| G2.B1.S1.MA1<br>M380919 | Principal will review the work of the team and the documents produced by the team and provide...     | Gentry, Cindy     | 9/4/2017                      | Revised/edited documents (handbook/plan and common area lesson plans)  | 10/4/2017 weekly        |
| G2.B1.S1.MA1<br>M380920 | Principal will review meeting agendas, meeting notes, and documents produced by the team.            | Gentry, Cindy     | 9/4/2017                      | Meeting agendas, meeting notes, and documents produced by the team (handbook/plan and common area lesson plans.                                  | 10/4/2017 biweekly      |
| G2.B1.S1.A2<br>A356641  | Make revisions to the PBIS plan, handbook, and common area lesson plans.                             | White, Nikesha    | 9/4/2017                      | PBIS plan and handbook   | 10/4/2017 biweekly      |
| G2.B2.S2.A1<br>A356644  | Conduct focus walks to determine teachers who will need additional support with classroom...         | Gentry, Cindy     | 8/28/2017                     | Focus walk forms/observational data  | 4/30/2018 biweekly      |
| G1.B1.S1.MA3<br>M380914 | The Literacy Leadership Team will review student achievement data each month to determine student... | Merkison, Armedra | 9/14/2017                     | Monthly data team minutes and analysis notes will be compiled as evidence of the process.  | 5/14/2018 monthly       |
| G2.B2.S2.MA1<br>M380925 | Additional focus walks and informal observations (CAST Domain 2) will be conducted to determine...   | Gentry, Cindy     | 9/1/2017                      | Decrease in discipline incidents and improved classroom environments as a result of improved classroom management.                               | 5/25/2018 monthly       |
| G2.B2.S1.MA1<br>M380923 | Administrative team and PBIS team will review feedback forms from teachers after each session.       | White, Nikesha    | 9/13/2017                     | Feedback forms from teachers and next steps developed as a result of reviewing the feedback  | 5/30/2018 monthly       |
| G2.B2.S1.MA1<br>M380924 | Administrative team and PBIS team will review agendas, materials, and feedback each month            | White, Nikesha    | 9/13/2017                     | early dismissal agendas, professional development materials and feedback forms from teachers   | 5/30/2018 monthly       |
| G2.B2.S1.A1<br>A356643  | Provide monthly professional development on effective classroom management strategies.               | Gentry, Cindy     | 9/13/2017                     | early dismissal agendas and feedback forms   | 5/30/2018 monthly       |
| G1.MA1<br>M380918       | Administrators and coaches will review student data to measure improvements in instruction.          | Gentry, Cindy     | 8/14/2017                     | Student Data from multiple sources (6-week data cycles, module assessments, Achieve 3000 Level Set Data, I-Ready progress monitoring data, etc.) | 5/31/2018 every-6-weeks |
| G2.MA1<br>M380928       | Discipline data Data from PBS team walkthroughs CAST Domain 2 data                                   | White, Nikesha    | 9/4/2017                      | Student discipline data and data from Domain 2 of the CAST rubric will be evaluated.   | 5/31/2018 monthly       |
| G2.MA1<br>M380929       | Discipline data Data from PBS team walkthroughs CAST Domain 2 data                                   | White, Nikesha    | 9/4/2017                      | Student discipline data and data from Domain 2 of the CAST rubric will be evaluated.   | 5/31/2018 monthly       |
| G2.MA1<br>M380930       | Discipline data Data from PBS team walkthroughs CAST Domain 2 data Gallup Poll Data                  | White, Nikesha    | 9/4/2017                      | Student discipline data and data from Domain 2 of the CAST rubric will be evaluated.   | 5/31/2018 monthly       |
| G1.B1.S1.MA1<br>M380913 | Administrators will perform classroom walk-throughs and observations using the CAST rubric and...    | Gentry, Cindy     | 8/17/2017                     | Walk through documents observation notes and feedback CAST Data  | 5/31/2018 weekly        |

**Duval - 2201 - Martin Luther King, Jr Elementary School - 2017-18 SIP**  
*Martin Luther King, Jr Elementary School*

| Source  | Task, Action Step or Monitoring Activity  | Who               | Start Date (where applicable) | Deliverable or Evidence of Completion  | Due Date/End Date       |
|---|---|-------------------|-------------------------------|--|-------------------------|
| G1.B1.S1.MA1<br> M380915   | Administration will participate in common planning and review agendas and notes.                    | Gentry, Cindy     | 8/17/2017                     | Common planning agendas and notes  | 5/31/2018 weekly        |
| G1.B1.S1.A1<br> A356635    | Administrators and coaches will work with teachers during common planning each week.                | Merkison, Armedra | 8/17/2017                     | Common planning agendas and notes lesson plans Assessment data Student work samples  | 5/31/2018 weekly        |
| G1.B2.S1.MA1<br> M380916   | Data will be analyzed from cycle to cycle (cumulative assessment) to ensure students are making...  | Gentry, Cindy     | 8/14/2017                     | Data charts/spreadsheets, data trackers  | 5/31/2018 every-6-weeks |
| G1.B2.S1.MA1<br> M380917   | Focus calendars and assessments will be provided for teachers. Data analysis and planning for...    | Gentry, Cindy     | 8/14/2017                     | Focus calendars, disaggregated data and analysis notes, intervention plans, common planning agendas and notes                            | 5/31/2018 every-6-weeks |
| G1.B2.S1.A1<br> A356637    | Develop a focus and assessment calendar for intermediate ELA and Math.                              | Blank, Elizabeth  | 8/14/2017                     | Focus Calendars  | 5/31/2018 every-6-weeks |
| G1.B2.S1.A2<br> A356638    | Develop or identify curriculum-aligned assessments to be used at the end of the six-week cycle.     | White, Nikesha    | 8/14/2017                     | Assessments  | 5/31/2018 every-6-weeks |
| G1.B2.S1.A3<br> A356639    | Analyze data from assessments and plan purposeful interventions using the data.                     | Gentry, Cindy     | 8/14/2017                     | Data tracker, item analyses, lesson plans  | 5/31/2018 every-6-weeks |
| G2.B1.S2.MA1<br> M380922   | Principal will observe and/or participate in learning sessions.                                     | Gentry, Cindy     | 8/7/2017                      | Meeting notes and feedback to presenters (PBIS team member and assistant principal), and feedback/evaluation forms completed by teachers | 5/31/2018 monthly       |
| G2.B1.S2.A1<br> A356642    | Provide professional development on the PBIS plan during pre-planning and on-going, monthly...      | White, Nikesha    | 8/7/2017                      | Early dismissal agendas and feedback forms.  | 5/31/2018 monthly       |
| G2.B1.S2.MA1<br> M380921 | Administrative team will collect and analyze data from classroom observations and discipline...     |                   | 9/14/2017                     | Analysis of focus walk/monitoring forms for Domain 2 of the CAST rubric and discipline data from FOCUS                                   | 6/8/2018 monthly        |
| G2.B2.S2.MA1<br> M380926 | Administrative team will meet weekly to discuss observational data and plan next steps for...       | Gentry, Cindy     | 8/28/2017                     | Administrative team agendas and meeting notes  | 6/8/2018 weekly         |
| G2.B2.S2.MA3<br> M380927 | Administrative team will meet bi-weekly with coaches to provide next steps for coaching based on... | Gentry, Cindy     | 9/1/2017                      | Meeting agendas and notes, next step for coaching  | 6/8/2018 biweekly       |

## 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 8/7/2017 to 5/31/2018

**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 9/13/2017 to 5/30/2018

## 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 | Make revisions to 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 |