

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 (per MSID File)	2016-17 Title I School	2016-17 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	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 - Cassandra Brusca	- 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)(III).

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

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

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

Nikeshia 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

Nikeshia 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

Nikeshia 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

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**

 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

Nikeshia 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
2018					
G1.B1.S1.A2 A356636	[no content entered]		No Start Date		No End Date one-time
G2.B1.S1.A1 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 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 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 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 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 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 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 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 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 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 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 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 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 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 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 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

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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 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 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 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 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 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 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 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 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 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 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 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 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