

Martin Luther King Jr. Elementary School School Improvement Plan

Focus Area 1: Leadership

Goal: Using the ALA Leadership rubric, the school will move from applying (Level 3) to integrating (Level 4) by the end of the 2018 – 19 school year.

Martin Luther King, Jr. Elementary (MLK) practices distributive or shared decision-making to improve adult practices that support student achievement. We will continue to implement a “team” structure to reflect distributive leadership in our school community. Currently, our team meets regularly afterschool to improve instructional practices as well as engage with our parents and community stakeholders. We have assessed multiple indicators of effective practice to develop, implement and monitor team structure.

- Attend ALA Leadership Team Year 1
- Meet at least twice a month
- Develop evaluation tools to evaluate 2 systems for effectiveness and fidelity at the end of the school year.
- Develop a PD calendar for the 2018 -19 school year
- Develop the school calendar for the 2018 – 19 school year
- Develop school-wide goals for the 2018 – 19 school year
- Review school-wide data on a continuous basis
- Develop school Smart goals for academics and behavior

Indicators include the following:

- **ID08:** The Leadership Team serves as a conduit of communication to the faculty and staff.
- **ID09:** The Leadership Team shares in decisions of real substance pertaining to curriculum, instruction, assessment, and professional development.
- **IE01:** Principal makes sure everyone understands the school's mission, clear goals, and their roles in meeting the goals.
- **IE06:** Principal monitors the work of the Instructional Teams and helps to keep them focused on instructional improvement.
- **IE09:** Principal helps poorly performing teachers to improve.

Professional Development:

- MLK's leadership team will begin year 1 with the Arkansas Leadership Academy
- Our school level data will determine additional professional learning needs for our staff. (General professional development \$8,000.00)

Evaluation: We will use the ALA rubric to evaluate the progress of the leadership team.

Focus Area 2: Effective Instructional Practice

Goal: Students and staff will meet 80% of their SMART goals for the 2018 – 19 school year.

Martin Luther King, Jr. Elementary (MLK) will continue to use the team structure to ensure sound instructional practices to support student achievement. During our instructional team planning time by grade level or in our professional learning communities (PLCs), our instructional staff will continue to refine and implement selected evidenced based strategies that have previously proven effective in our core content areas such as the R.I.S.E. strategies, best practices in literacy and math, researched-based RTI strategies, explicit planning and teaching of whole group instruction, CGI strategies, and differentiated small group instructions. Our expectation is that all core content teachers will use these selected strategies daily with fidelity.

Our instructional teams also focused on developing standards based units of instruction along with pre/post testing and/or common formative assessments (i.e., CFAs). These units helped us deliver instruction more uniformly by content or by grade level. The “common” unit pre/post-tests made it possible to address deficit areas to remediate in a timely manner. Additionally, this strategy assisted us in identifying gaps in our curriculum. Our goal is to continue this practice. Perhaps the most difficult aspect of aligning our curriculum, assessment and instructional planning was not having a better intermittent assessment tool to progress monitor all our students adequately. The district is currently in the process of selecting an intermittent assessment tool that is aligned with state standards. The District's Instructional Leadership Team will take the lead with assisting us with the implementation of the new assessment system.

- Collaborate with grade levels and specialists to develop explicit core instruction
- Teachers will develop grade level and classroom SMART goals
- Review student data weekly to develop appropriate instruction
- Continue using CFAs to monitor student progress and drive instruction
- Use classroom walk-throughs to evaluate the implementation of R.I.S.E. and other district initiatives

Indicators include the following:

- **IIA01** Instructional Teams develop standards-aligned units of instruction for each subject and grade level
- **IIA02** Units of instruction include standards-based objectives and criteria for mastery
- **IID11** Instructional Teams review the results of unit pre/post-tests to make decisions about the curriculum and instructional plans and to “red-flag” students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives.
- **IIIA02** All teachers develop weekly lesson plans based on aligned units of instruction.
- **IIIA05** All teachers maintain a record of each student's mastery of specific learning objectives.
- **IIIA07** All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment.

Professional Development:

- On-going training to use the district selected assessment instrument for progress monitoring our students and as an intermittent assessment
- K – 2nd grade teachers will attend 6 days of R.I.S.E. PD during the 2018 – 19 school-year.
- In order to provide all staff with high quality, on-going job embedded and differentiated professional development (IF11), we will use Title I funds to support a Literacy Facilitator (\$89,000).

Evaluation: We will use PD reflections and data to monitor the effectiveness and fidelity of instructional practices.

Focus Area 3: Achievement

Goal: Students will show a 10% growth in math, literacy and science on all 2018 – 19 state mandated tests.

Martin Luther King, Jr.'s Leadership Team acts as the primary conduit of communication for our school community. All of our stakeholders (students, teachers, staff, parents, and community partners) know our mission, share our vision and support our growth and academic goals for our students. Having a team structure makes it possible for our leadership team, instructional teams and professional learning communities to review student data and use that information to improve core instruction as well as identify appropriate interventions to meet the needs of students who need additional support to remain on track for meeting their growth and/or academic goals.

We have reviewed and analyzed our students' data to direct and support decisions regarding instruction, student growth and achievement relative to our combined population and each subgroup. Based on our data trends, our student growth and achievement goals for literacy are:

- Improve the Overall ESSA Index score by 10 points (64.7 to 74.7)
- 90% of all students will be on grade level in reading by the end of the 2018 -19 school year
- 100% of all students will show growth on the NWEA test
- Increase by 10 percentage points on the Reading and English sections of Act Aspire

We analyzed students using DIBELS, DRA, ACT Aspire, Pre/Post tests, NWEA, and Wrap to determine those areas in literacy that are most challenging to our students. We determined that the majority of our students have basic decoding strategies but are unable to comprehend or use problem-solving strategies. Students will be provided core instruction and interventions as needed. Their progress will be monitored by using a data wall and an RTI notebook to document progress monitoring for students receiving Tier II and III interventions. The Student Support Team will meet with grade levels and individual teachers to discuss different targeted interventions, based on data that can be provided to meet all students' needs.

- Improve the Overall ESSA Index score by 10 points (64.7 to 74.7)
- 80% of all students will be at the core support level in DIBELS math by the end of the 2018 – 19 school year
- 100% of all students will show growth on the NWEA test
- Increase by 10 percentage points on the Math section of Act Aspire

We analyzed students using DIBELS, ACT Aspire, Pre/Post tests, and NWEA to determine those areas in math that are most challenging to our students. We determined that the majority of our students are not fluent in basic math facts/skills which in turn impacts their ability to problem solve efficiently. Students will be provided core instruction and interventions as needed. Their progress will be monitored and an RTI notebook will be used to document progress monitoring for students receiving Tier II and III interventions. The Student Support Team will meet with grade levels and individual teachers to discuss different targeted interventions, based on data that can be provided to meet all students' needs.

- Develop a RTI report card to share and discuss with parents at student led conferences
- Implement student-led conferences
- Students will develop student academic and behavioral goals and update quarterly
- Continue to use a yearly student data sheet
- Utilize data to provide celebrations for students and staff
- Implement RTI notebook to document differentiated focused interventions
- Student Support team will provide opportunities for teachers to collaborate, problem-solve and plan interventions
- Classify all students (at risk, some risk, and low risk) based on academics and behavior data sources
- All certified staff will provide student interventions as needed
- All interventionist will communicate with core teachers on intervention progress

Indicators include the following:

- CC01 All teachers reinforce elements of mastered knowledge that can be retained in memory through recitation, review, questioning and inclusion in subsequent assignments.
- CC02 All teachers include vocabulary development (general vocabulary and terms specific to the subject) as learning objectives.
- MTV01 All teachers promote a growth mindset by attributing learning success to effort and self-regulation and insist upon (and reward) persistence to mastery.
- MET02 All teachers include self-checks, peer-checks, and documentation of learning strategies as part of assignment completion.

Professional Development:

- Leadership Team will provide PD on student led conferences
- Student Support Team will provide RTI PD

Evaluation: We will determine the effectiveness of our improvement in core instructional practices that support student achievement and growth by verifying that goals were met.

Focus Area 4: School Culture

Goal: Using quarterly data sheets, each classroom will show a 5% growth in achieving PBIS goals.

Martin Luther King, Jr.'s culture reflects various beliefs, perceptions, relationships, attitudes, and rules that shape and influence many aspects of how our school functions. Given the diversity of Martin Luther King, Jr. Elementary, it is important that every member of our school community experiences both physical and emotional safety along with the orderliness of classrooms and public spaces. We will continue to make sure that our rituals and routines are in place to provide the structure and support needed for student achievement. Based on our perceptual surveys along with our school's discipline and attendance reports, we have identified areas of growth and areas that need improvement.

Our focus for this year will include the continued implementation of PBIS strategies in K – 5th grades. The teachers will use previously purchased books, based on different character traits, to develop explicit lesson plans to teach character words. These lessons will be used the first 6 weeks of school and then reviewed throughout the year.

- Utilize data to provide celebrations for students and staff
- PBIS will meet twice a month
- Create a budget for needed PBIS resources (\$5000.00)
- Implement a data management system for behavior
- Participate in staff wide book studies promoting a positive school culture
- PBL to focus on determining incentives and activities students desire

Indicators include the following:

- IIC01 When waiting for assistance from the teacher, students are occupied with curriculum-related activities provided by the teacher.
- IIC02 Transitions between instructional modes are brief and orderly.
- IIC03 Students maintain eye contact and are attentive.
- IIC04 Students raise hands or otherwise signal before speaking.
- IIC05 All teachers use a variety of instructional modes (whole-class, small group, computer-based, individual, homework, for example).
- IIC06 All teachers maintain well-organized student learning materials in the classroom.
- IIC08 All teachers display classroom rules and procedures in the classroom.
- IIC09 All teachers correct students who do not follow classroom rules and procedures.
- IIC10 All teachers reinforce classroom rules and procedures by positively teaching them.
- IIC11 All teachers conduct an occasional "behavior check."
- IIC12 All teachers engage all students (e.g., encourage silent students to participate).

Professional Development:

- PBIS team, through the SPDG grant, will attend state provided PD throughout the 2018 – 19 school year
- PBIS team will provide monthly PD and updates to the staff

Evaluation: We will use PBIS and behavioral data to monitor the effectiveness and fidelity of our school behavior management system.

Focus Area 5: Parent Engagement

Goal: Improve parent and community involvement each quarter by 5% over the 2018 – 19 school year.

Martin Luther King, Jr. views parents as partners within our school community. We believe that student learning and school culture benefit tremendously when parents are fully aware and in support of our mission, vision and beliefs associated with teaching and learning. Our parents have had an integral role in the development of our School Improvement Plan. Our Parent Involvement Plan will serve as the basis of this priority. In reviewing our parent survey data, we have jointly decided to address the following to improve our parent school partnership.

- Continue grade level transition night for all parents
- Participate in LRSD Cluster Parent Involvement Events
- Parent Calendar/Newsletter
- Conduct three nights focused on math, literacy, STEM and/or PBIS
- Provide opportunities for families to volunteer in classrooms on a regular basis
- Hold monthly Pop-In Days
- Begin the year with Cub Camp
- Conduct GT Night
- Provide pamphlets giving families information about various programs available

Professional Development:

- Parenting Partners (Cost minimal – supported by Title I District)
- National Network of Partnership Schools (\$ 400.00 membership fee)

Evaluation: We will use a parent survey to monitor our Parent and Family Engagement Plan annually.