



ACIP

Martin Luther King, Jr. Elementary School

Tuscaloosa City Board of Education

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Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Martin Luther King, Jr. Elementary School is located in the western area of Tuscaloosa, Alabama. We are an urban school serving a minority community. As a part of the Tuscaloosa City School District, with an enrollment of about 10,000 students enrolled in 23 elementary, middle, and high schools, we serve approximately 430 students, of which 99% are African American and 1% Hispanic. One hundred percent of the student population qualifies for free or reduced lunch. The school's population of English Learners has increased from 2 students to 12 students over the past few years. The school is in its seventh year of operating as a Pre-K through fifth grade configuration. Additionally, Martin Luther King, Jr. Elementary is a Title I School wide school and i). Our mission is to create a stimulating environment that will empower all students to demonstrate the academic and social skills that support an innovative learning community. Our core instructional programs, Scott Foresman: Reading Street and Investigations are aligned to the Alabama Common Core Standards. The faculty is made up of 21 general education teachers, two self-contained special education teachers and three special education collaborative teachers. The faculty also includes a speech pathologist, a nurse, a reading specialist, two interventionists, a media specialist, counselor, and social worker.

The school's administration is composed of a full time principal and an assistant principal. All teachers are fully certified. Providing additional direct support to the students are 16 support personnel. Martin Luther King, Jr. Elementary School has one computer lab and two portable iPad carts for the classrooms. All classrooms are equipped with a Promethean board, a document camera, a laptop and a galaxy tablet, an active slate and at least three desktop computers. Parents and community members have many opportunities to be involved and participate in the decision making process through regular scheduled leadership team meetings, Watch Dads of Great Students (Watch D.O.G.S) and the Parent Teacher Association. There are other opportunities for parental involvement through the school volunteer program and parent education workshops that include math, reading, and writing strategies.

Martin Luther King, Jr. Elementary has a strong relationship with B.F. Goodrich, Sarrell Dental, First United Methodist Church, Church of the Highlands Tuscaloosa, and the Tuscaloosa Chapter of Omega Phi Psi Fraternity, Incorporated.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

The mission of Martin Luther King, Jr. Elementary School is to create a stimulating environment that will empower all students to demonstrate the academic and social skills that supports an innovative learning community while pushing the MLK Way through intelligence, character and perseverance.

We value:

- high expectations of student achievement
- a positive and professional school culture that promotes learning for everyone
- a collaborative community of all stakeholders
- a communication between home and school

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

The media specialist is working hard to increase reading time and MyOn participation for all students. We have employed two full-time reading interventionists, one for lower grades and one for upper grades, to assist our students who need additional Reading and Math support. Our beginning of the year Performance Series scores from 2017-2018 school year has increased by 7% at the beginning of the year. We have started a school store for PBIS, King's Corner, to offer incentives for good behavior through King Cash.

We are still working on ways to increase student attendance and parental involvement. Our Adopt-A-School partners, B.F. Goodrich, are working with us on ways to increase both of these areas. We have also piloted a reading and mentoring program in conjunction with Tuscaloosa Rotary, the University of Alabama Honor's College, and Stillman College. This program, called Book Buddies, pairs struggling readers with one on one tutors to help create a love for reading and to increase reading proficiency in targeted students.

Additional Information

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

N/A

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

The principal and assistant principal selected members to be a part of the leadership team based on interest and involvement in school-wide activities. Additionally, parents and community members were invited to be a part of the team, as well. Leadership meetings are held monthly after school to assess and revise Continuous Improvement Plan goals and strategies. The plan is also reviewed with faculty members during faculty meetings to determine if the current strategies are working.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

The following stakeholders were involved in the development of the improvement plan. Each was instrumental in deciding and creating the goals for the year.

The team members included:

Principal

Assistant Principal

Reading Specialist

Social Worker

Teachers (General and Special Education)

Counselor

Parent representative

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

At the beginning of each school year, Martin Luther King, Jr. Elementary School holds an annual meeting for all parents. Parents are notified of the meeting through notices sent home by students, school intercom announcements, our school's marquee, website, ParentLink, and through announcements in other languages for our Limited English Proficient families. A variety of parent involvement activities are held throughout the year on a monthly basis. These are organized by the Parent Involvement and facilitated by several school personnel including the Reading Specialist, Social Worker and classroom teachers. Parent groups are often invited to the school to volunteer and to support student achievement. Topics discussed at this year's meeting are:

- Title I participation, Title I services, and parents' rights
- An explanation of the school's curriculum
- The assessments used in our school to measure students' progress
- Our school's parent involvement policy
- Our school's parent compacts

- Resources available for parents

We know that parent involvement in our school can have a dramatic effect on the academic achievement of our students. This plan is developed with the goal of developing a strong partnership with all of our parents so that our children will be provided with the best possible education we can offer. Parents participate in the Title I committee and funding that is earmarked for parental involvement.

Teachers are informed of the plan through faculty meetings, grade level Professional Learning Communities, and data meetings.

Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		First Grade DIBELS Kindergarten DIBELS Second Grade DIBELS Math Summary

Evaluative Criteria and Rubrics

Overall Rating: 3.75

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.	Level 4

	Statement or Question	Response	Rating
2.	Test Administration	All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.	Level 4

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected.	Level 3

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates no significant achievement gaps among subpopulations of students, or the achievement gaps have substantially declined.	Level 4

Areas of Notable Achievement

Which area(s) are above the expected levels of performance?

1. 3rd grade reading
2. 3rd grade math

Describe the area(s) that show a positive trend in performance.

1. 3rd grade reading. 57% of students met their annual growth targets.
2. 3rd grade math. 45% of students met their annual growth targets.

Which area(s) indicate the overall highest performance?

1. 3rd grade reading was +232 as a mean Scale Score from the Fall to Spring administrations of the Scantron assessment.
2. 3rd grade math was +176 as a mean Scale Score from the Fall to the Spring administrations of the Scantron assessment.

Which subgroup(s) show a trend toward increasing performance?

Third grade students in reading show a trend toward increase in performance in reading growth.

Between which subgroups is the achievement gap closing?

The achievement gap is not closing for any subgroup.

Which of the above reported findings are consistent with findings from other data sources?

The school wide reading performance trends shown in the Scantron data are consistent with the trends demonstrated in the DIBELS Next assessment.

Areas in Need of Improvement

Which area(s) are below the expected levels of performance?

Schoolwide reading and math performance are below the expected levels of performance.

Describe the area(s) that show a negative trend in performance.

For 4th grade reading, 29% of students met their annual growth targets.

For 4th grade math, 15% of students met their annual growth targets.

Which area(s) indicate the overall lowest performance?

For 4th grade reading, 29% of students met their annual growth targets.

For 4th grade math, 15% of students met their annual growth targets.

Which subgroup(s) show a trend toward decreasing performance?

Because last year was the first year of the Scantron Assessment, it provides no data regarding a year to year decrease. Within the school year, however, there were slight decreases in Oral Reading Fluency, as measured by the DIBELS Next assessment, in both first and second grades.

Between which subgroups is the achievement gap becoming greater?

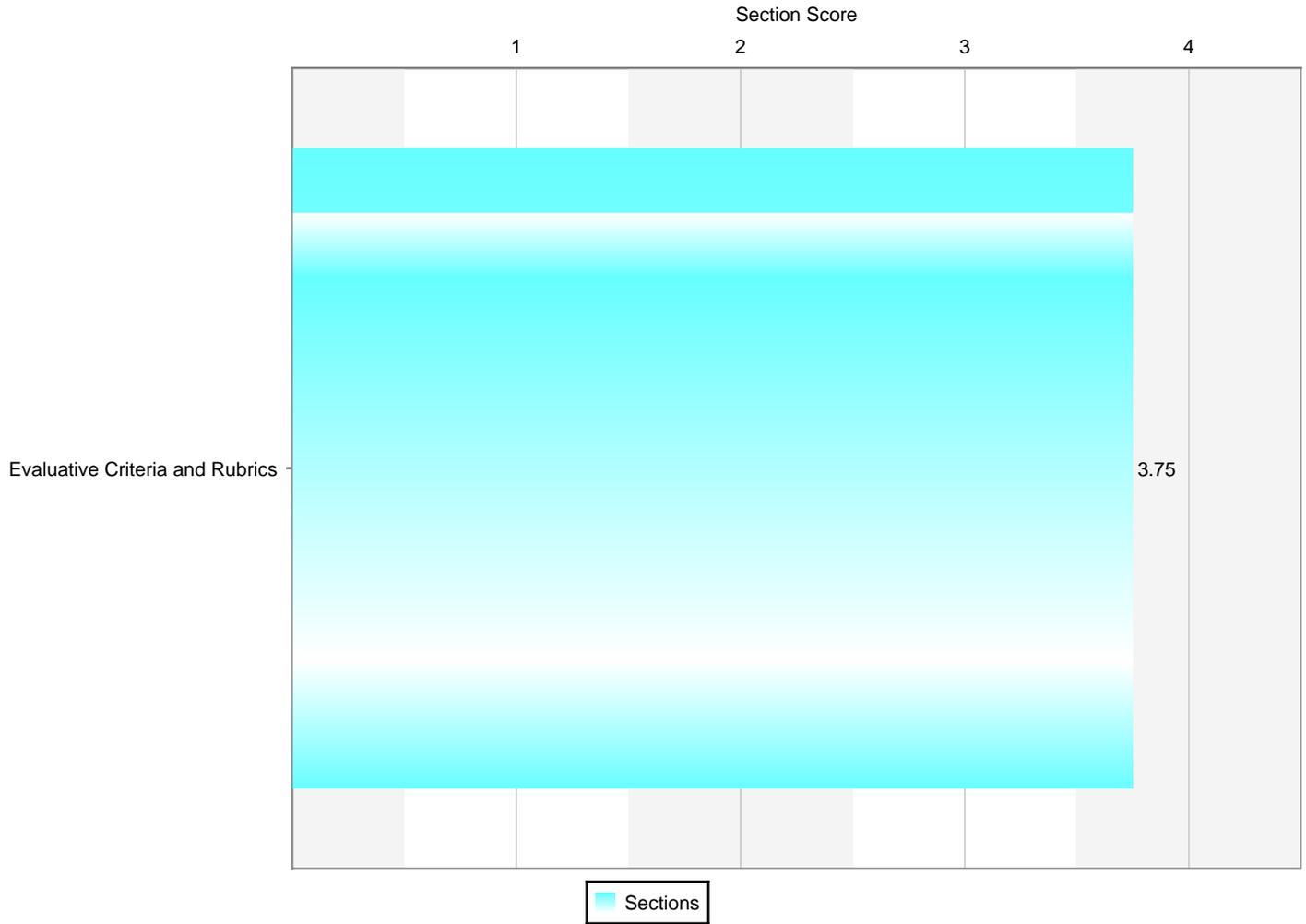
N/A

Which of the above reported findings are consistent with findings from other data sources?

N/A

Report Summary

Scores By Section



ACIP Assurances

Introduction

By responding to the questions in ASSIST and attaching evidence when required, the institution has verified whether it meets or does not meet each of the required ACIP Assurances.

ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, EL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes		Signature Page

Label	Assurance	Response	Comment	Attachment
2.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.	Yes		Title VI Page

Label	Assurance	Response	Comment	Attachment
3.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Tyrone Jones, Principal 2430 Martin Luther King, Jr. Blvd Tuscaloosa, AL 35401 (205) 759-3619	Non-Discrimination Page

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent and Family Engagement policy and plan as required in ESSA Section 1116, and ensures that all requirements in Section 1116 and 1112(e)(1)(A)(i)-(ii), Parents' Right-to-Know, are implemented systematically.	Yes	Parent & Family Engagement Plan 2018-2019	Parent & Family Engagement Plan 2018-2019

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (ESSA Section 1116 (d) and was jointly developed with parents of participating students.	Yes	completed school compacts	Compact English 18-19 Spanish Compact 18-19

2018-2019 ACIP MLK

Overview

Plan Name

2018-2019 ACIP MLK

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	By the end of the 2018-2019 school year, 85% of the students will be able to automatically read 7 CVC words as measured by DIBELS Next NWF Assessments.	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$0
2	By the end of the 2018-2019 school year 55% of 1st grade students will be able to read 69 WPM with 98% accuracy as measured by the DIBELS Next ORF Assessment.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
3	By the end of the 2018-2019 school year, 40% of second grade students will be able to read 111 wpm with 99% accuracy as measured by DIBELS Next ORF assessment.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$50000
4	By the end of the 2018-2019 school year, 43% of grade third through fifth grade students will be able to score at or above proficiency as measured by Scantron.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
5	Increase the overall reading proficiency by 20% from 23% to 43% during the 2018-2019 school year as measured by Scantron Assessment.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
6	Increase the overall reading proficiency by 17% from 25% to 42% during the 2018-2019 school year as measured by Scantron Assessment.	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$0

Goal 1: By the end of the 2018-2019 school year, 85% of the students will be able to automatically read 7 CVC words as measured by DIBELS Next NWF Assessments.

Measurable Objective 1:

85% of Kindergarten grade students will demonstrate a proficiency of 7 CVC words in Reading by 05/10/2019 as measured by DIBELS Next NWF Assessment.

Strategy 1:

Modeling - The teacher will explicitly model blending routines during whole and small group daily.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: But in the last few years, a handful of studies have come out concluding that some programs show at least modest gains using blended learning techniques and tools. In a new Education Week report "Blended Learning: Breaking Down Barriers," released today, my colleague Sarah Sparks takes a look at the current state of research on blended learning.

Sarah notes that meaningful studies of blended learning are only slowly beginning to accumulate, after years in which educators felt they were operating in the dark in terms of what instructional techniques and software show signs of working. <http://blogs.edweek.org>

Activity - Side by side Coaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Reading coach and administrators will observe and provide modeling and coaching support as needed.	Academic Support Program	08/20/2018	05/22/2019	\$0	No Funding Required	Reading Coach, Assistant Principal, and Principal

Strategy 2:

Word Building - Students will practice daily, using manipulatives/tools (e.g., Elkonin boxes, letter tiles, white boards, flash cards to review letters, sounds, blending, reading words, building words, and writing words

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: One of the best established relationships in the field of literacy is that between students' vocabulary knowledge and their reading comprehension (Anderson & Freebody, 1981; Stanovich, 1992). While this is not a simple cause-effect relationship, such that the teaching of many vocabulary words causes students to be better readers and writers, we have learned enough to be able to make some clear instructional recommendations. We understand better how to develop vocabulary for reading, for communicating orally, and for communicating through writing. More recently, we have come to understand the critical role that spelling knowledge plays in the language arts. Recent research has revealed that spelling knowledge is not only an important tool for writing, but that it also plays important roles in students' vocabulary development, reading comprehension, and reading rate and fluency (Perfetti, 1985; Templeton & Bear, 1992)

Activity - Summer Bridge PD Turnaround	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Lead teachers will provide professional development on Word building using Elkonin boxes, letter tiles, white boards, flash cards to review letters, sounds, blending, reading words, building words, and writing words.	Professional Learning	10/01/2018	10/29/2018	\$0	No Funding Required	Lead teachers from Summer Bridge and Instructional Coach

Goal 2: By the end of the 2018-2019 school year 55% of 1st grade students will be able to read 69 WPM with 98% accuracy as measured by the DIBELS Next ORF Assessment.

Measurable Objective 1:

55% of First grade students will demonstrate a proficiency of 69 WPM in Reading by 05/10/2019 as measured by DIBELS Next .

Strategy 1:

Fluency Practice - 1. The teachers will provide ample reading practice and reread familiar text using phrase cards, and readers theatre, etc. for fluency practice.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Successful reading requires readers to process the text (the surface level of reading) and comprehend the text (the deeper meaning). Reading fluency refers to the reader's ability to develop control over surface-level text processing so that he or she can focus on understanding the deeper levels of meaning embedded in the text.

Reading fluency has three important dimensions that build a bridge to comprehension. The first dimension is accuracy in word decoding. Readers must be able to sound out the words in a text with minimal errors. In terms of skills, this dimension refers to phonics and other strategies for decoding words. The second dimension is automatic processing. Readers need to expend as little mental effort as possible in the decoding aspect of reading so that they can use their finite cognitive resources for meaning making (LaBerge & Samuels, 1974). The third dimension is what linguists call prosodic reading (Schreiber, 1980, 1991; Schreiber & Read, 1980)

Activity - Monitor the implementation of Turnaround Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation and use of Elkonin boxes, letter tiles, white boards, flash cards to review letters, sounds, blending, reading words, building words, and writing words.	Direct Instruction	08/08/2018	05/23/2019	\$0	No Funding Required	Administrators and Instructional Coach

Goal 3: By the end of the 2018-2019 school year, 40% of second grade students will be able to read 111 wpm with 99% accuracy as measured by DIBELS Next ORF assessment.

Measurable Objective 1:

40% of Second grade students will demonstrate a proficiency of 111 WPM in Reading by 05/10/2019 as measured by DIBELS Next .

Strategy 1:

Extended School Year - Students in Tier III will attend Summer Learning for intervention in reading and math.

Category: Develop/Implement Learning Supports

Research Cited: THE "SUMMER SLIDE" is what often happens to disadvantaged children during the summer months.

They tread water at best or even fall behind, while higher-income children build their skills steadily over the summer months. <https://www.summerlearning.org>

Activity - Summer Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Summer Learning 4 weeks for Tier III students for reading and math	Academic Support Program	06/10/2019	07/12/2019	\$50000	Title I Part A	Teachers and Administrators

Goal 4: By the end of the 2018-2019 school year, 43% of grade third through fifth grade students will be able to score at or above proficiency as measured by Scantron.

Measurable Objective 1:

40% of Third grade students will demonstrate a proficiency in reading in Reading by 05/23/2019 as measured by Scantron.

Strategy 1:

Vocabulary/ Multiple Meaning Words - Teachers will use an array of strategies to determine the meaning of multiple meaning words and phrases.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Anderson, R., and W. Nagy. 1991. Word meanings. In R. Barr, M. Kamil, P. Mosenthal, and P.D. Pearson, (Eds.),

Handbook of Reading Research, Vol. 2, pp. 690–724. New York: Longman.

Activity - Task cards, interactive games, leveled texts, phrase cards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will assist students in daily practice of a variety of vocab strategies.	Direct Instruction	08/08/2018	05/23/2019	\$0	No Funding Required	Reading Coach, Teachers

Goal 5: Increase the overall reading proficiency by 20% from 23% to 43% during the 2018-2019 school year as measured by Scantron Assessment.

Measurable Objective 1:

A 20% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency from 23% to 43% in Reading by 05/01/2019 as measured by Scantron Assessment.

Strategy 1:

Grade Specific targets - 3rd grade teachers will use an array of strategies (task cards, interactive games, leveled text, phrase cards) to determine the meaning of multiple meaning words and phrases.

4th grade teachers will use task cards, interactive games, and leveled readers in centers to find unknown words and determine their meaning by using context clues.

The students will also use evidence from the text, cards, or games to explain their reasoning for their definition of the unknown word.

5th grade teachers will explicitly teach Greek and Latin affixes (mono, uni, bi, tri, hemi, semi, anti, co, inter, sub, super, tist, ology) and roots (tele, tract, astr, scribe, script, im, ex, port, rupt, spect, dict), discuss their meanings, use them in sentences, have students read them in text, and let the students talk through how to figure out what the word means.

Category: Develop/Implement Learning Supports

Research Cited: Why are multiple-meaning words a strong platform for teaching and learning? Well, readers need to develop and practice linguistic flexibility: the ability to understand and use words in a variety of ways. Successful comprehension relies on deep knowledge of words' multiple meanings, and successful comprehension monitoring depends on a readiness to appropriately adjust interpretations of words to fit the context.

But recognizing the importance of teaching multiple-meaning words is one thing and integrating effective multiple-meaning-word instruction into packed literacy blocks is another. The following principles for teaching multiple-meaning words are meant to provide a springboard for instructional planning. Here, the learning of multiple-meaning words is viewed not as a standalone skill to be mastered, but as an integral component of a larger vocabulary-learning process. www.lexialearning.com

Activity - Model Lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Instructional Coach will provide model lessons and give feedback from turnaround lesson. Create smart goals of each targeted area during data meetings.	Academic Support Program	10/15/2018	05/22/2019	\$0	No Funding Required	Instructional Coach and Administration

Goal 6: Increase the overall reading proficiency by 17% from 25% to 42% during the 2018-2019 school year as measured by Scantron Assessment.

Measurable Objective 1:

17% of Third, Fourth and Fifth grade students will demonstrate a proficiency from 25% to 42% in Mathematics by 05/01/2019 as measured by Scantron Assessment.

Strategy 1:

Using Math Discourse - Teachers will provide multiple opportunities for mathematical discourse daily, using academic vocabulary, and building number sense daily.

Teachers will create authentic, real life math problems to incorporate a productive struggle for the students weekly.

Category: Develop/Implement Learning Supports

Research Cited: Learning mathematics is not a spectator sport. The rigorous mathematical knowledge sought for at all levels of instruction requires deep thinking and persistent sense making from students. Communication about mathematics among students and between students and the teacher is the vehicle for bringing thinking to the surface, clarifying ideas, moving ideas forward, revealing misconceptions, and making key mathematical connections clear, transferable, and memorable. Mathematical discourse is the verbal and written communication that is centered around deepening thinking about and making sense of mathematics. Brummer and Kartchner Clark (2014) state, "students must think about, read about, talk about, and write about information in order to synthesize it and to retain it" (p. 21). Students cannot learn only by being told or shown information. Through language students communicate in ways that engage them in reasoning and talking about math (Fogelberg et al., 2008; McKee & Ogle, 2005). The math standards of all states emphasize the importance of student communication of mathematical ideas, making mathematical discourse a required process in learning mathematics.

Activity - Math Solutions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend two days of Math Solution training and turnaround strategies within the classroom.	Academic Support Program	10/22/2018	12/11/2018	\$0	No Funding Required	Teachers and Instructional Coach

Strategy 2:

Focused Math Targets - 3rd grade teachers will provide interactive math centers that focus on word problems and bar graph interpretations.

4th grade teachers will use estimation tasks to introduce and reinforce measurement in standard lengths.

5th grade teachers will model using base-ten models and place-value charts to represent numbers and decimals and allow ample time for practicing problems using place value daily.

Category: Develop/Implement Learning Supports

Research Cited: Recommendations for School

Mathematics of the (1980's, the National Council of Teachers of Mathematics strongly recommended that problem solving be the major focus, of school mathematics. The NCTM recommendations were a result of studies conducted by the National Assessment of Educational Progress and the National Science Foundation. These studies revealed children's extremely poor performance in the problem solving skills.

The number of papers concerned with problem solving which have been published since the NCTM statement was made, abound. These efforts have been sincere responses to NCTM's recommendation and deserve to be read and considered. The studies reviewed in this document, however, related to solving word problems. They were published since 1980 when the NCTM recommendation was made.

Activity - Grade Level Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will hold weekly grade levels meetings to analyze recent data and create centers based on needs from each targeted area.	Academic Support Program	10/15/2018	05/23/2019	\$0	No Funding Required	Teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Side by side Coaching	The Reading coach and administrators will observe and provide modeling and coaching support as needed.	Academic Support Program	08/20/2018	05/22/2019	\$0	Reading Coach, Assistant Principal, and Principal
Math Solutions	Teachers will attend two days of Math Solution training and turnaround strategies within the classroom.	Academic Support Program	10/22/2018	12/11/2018	\$0	Teachers and Instructional Coach
Summer Bridge PD Turnaround	Lead teachers will provide professional development on Word building using Elkonin boxes, letter tiles, white boards, flash cards to review letters, sounds, blending, reading words, building words, and writing words.	Professional Learning	10/01/2018	10/29/2018	\$0	Lead teachers from Summer Bridge and Instructional Coach
Task cards, interactive games, leveled texts, phrase cards	Teacher will assist students in daily practice of a variety of vocab strategies.	Direct Instruction	08/08/2018	05/23/2019	\$0	Reading Coach, Teachers
Model Lessons	The Instructional Coach will provide model lessons and give feedback from turnaround lesson. Create smart goals of each targeted area during data meetings.	Academic Support Program	10/15/2018	05/22/2019	\$0	Instructional Coach and Administration
Monitor the implementation of Turnaround Strategies	Monitor the implementation and use of Elkonin boxes, letter tiles, white boards, flash cards to review letters, sounds, blending, reading words, building words, and writing words.	Direct Instruction	08/08/2018	05/23/2019	\$0	Administrators and Instructional Coach
Grade Level Meetings	Teachers will hold weekly grade levels meetings to analyze recent data and create centers based on needs from each targeted area.	Academic Support Program	10/15/2018	05/23/2019	\$0	Teachers
Total					\$0	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Summer Learning	Summer Learning 4 weeks for Tier III students for reading and math	Academic Support Program	06/10/2019	07/12/2019	\$50000	Teachers and Administrators

Total

\$50000

Stakeholder Feedback Diagnostic

Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		Stakeholder Feedback

Evaluative Criteria and Rubrics

Overall Rating: 3.5

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Most required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the stakeholders to whom these questionnaires were administered mostly represented the populations served by the institution. Appropriate accommodations were provided for most participants.	Level 3

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	Two or more of the stakeholder questionnaires had average item values of 4.30 or higher (on a 5.0 scale). All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were well analyzed and clearly presented.	Level 4

Areas of Notable Achievement

Which area(s) indicate the overall highest level of satisfaction or approval?

The participants to whom these questionnaires were administered did not represent the populations served by the institution. Appropriate accommodations were not provided for participants.

Which area(s) show a trend toward increasing stakeholder satisfaction or approval?

The participants to whom these questionnaires were administered did not represent the populations served by the institution. Appropriate accommodations were not provided for participants.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

The participants to whom these questionnaires were administered did not represent the populations served by the institution. Appropriate accommodations were not provided for participants.

Areas in Need of Improvement

Which area(s) indicate the overall lowest level of satisfaction or approval?

The participants to whom these questionnaires were administered did not represent the populations served by the institution. Appropriate accommodations were not provided for participants.

Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

The participants to whom these questionnaires were administered did not represent the populations served by the institution. Appropriate accommodations were not provided for participants.

What are the implications for these stakeholder perceptions?

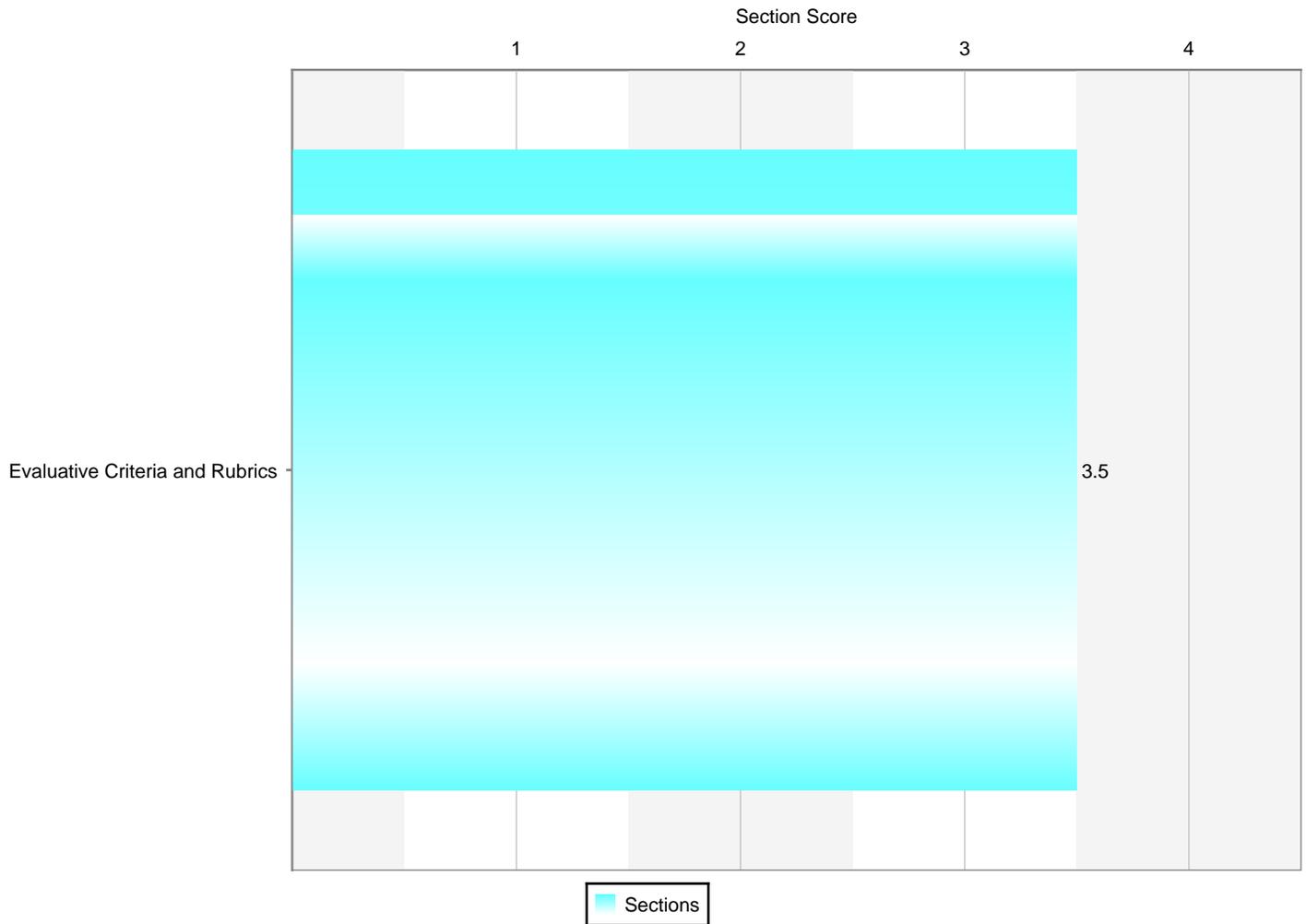
The participants to whom these questionnaires were administered did not represent the populations served by the institution. Appropriate accommodations were not provided for participants.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

The participants to whom these questionnaires were administered did not represent the populations served by the institution. Appropriate accommodations were not provided for participants.

Report Summary

Scores By Section



Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to the requirements for Title I Schoolwide School as described in section 1114, Every Student Succeeds Act (ESSA). The comprehensive needs assessment (CNA) requirement is met by completing a School Process Profile and Summary Report. The comprehensive needs assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the comprehensive needs assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Gap Statements and Causes for Gaps included in the Goals information address all four measures of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Comprehensive Needs Assessment (Sec.1114(b)(6))

How was the comprehensive needs assessment conducted?

The leadership team (2018-2019) conducted the Comprehensive Needs Assessment. The team along with the faculty and staff reviewed the academic, demographic, perception, and process data of the school. Academic data was collected from DIBELS, Performance Series, unit tests, weekly assessments as well as classroom formative assessments. Perception data was collected from parent involvement surveys. The TINA survey was administered to teachers to assess how many students are in need of support. Parents completed a parent involvement survey to assess how parents were involved in the school. These sources were disaggregated and analyzed to determine students' strengths and weaknesses as well as areas for growth for the school as a whole.

What were the results of the comprehensive needs assessment?

Based on the information from the survey, we have to improve our communication with parents. We will distribute a calendar of events for the year at the beginning of school. A monthly newsletter will be distributed to parents and all stakeholders. The communication through social media will increase (Twitter, Facebook, website, class dojo). Parents' involvement with understanding the targets (standards) for their individual student and specific things they can do to help their student meet through targets. This information will be discussed through face-to-face conferences and written communication. Volunteer opportunities will be made clear throughout the year. Parents will have a better understanding of their roles in students' achievement. The resources available within the school and referral to resources in the community will be communicated to parents/stakeholders.

What conclusions were drawn from the results?

We will provide more parent and family engagement workshops, small groups, and individual meetings with parents to discuss the home and school collaboration to achieve student success. We are making sure parents are part of the decision making process in all aspects (parent and family engagement, planning and implementation of events, clubs, and processes, RTI, leadership, volunteering). Parents have to feel comfortable interfacing with the school and teachers. We will work with parents on communicating with the school through roleplaying and modeling.

What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?

After analyzing the Performance Series and DIBELSs data, Martin Luther King Jr. Elementary School staff recognizes that reading, math and writing are the areas needing improvement. Data from Performance Series show that students are performing better in math than in reading. DIBELS results indicated that many of our students are in need of intervention with early literacy skills and therefore reading is a focus in grades K- 5. In order to increase reading, 2 interventionists have been hired and will work with targeted students to improve reading skills and scores.

How are the school goals connected to priority needs and the needs assessment?

The school has goals in math, reading, attendance, discipline, and culture/climate. These goals include strategies and action plans to increase student achievement in all academic areas. These are the areas that pertain to the needs of the school as indicated in the data. The culture/climate goal is needed to address some of the issues with discipline as well as academic achievement.

How do the goals portray a clear and detailed analysis of multiple types of data?

Various types of data such as: Performance Series, DIBELS, surveys, observations, and quarterly assessments were used to create obtainable goals. Monthly data meetings will be held to discuss and analyze various forms of assessments including Scantron Performance Series and DIBELS. Through our school instructional summary report, we are able to retrieve, review, and analyze various forms of data.

How do the goals address the needs of the whole school population and special recognition to children who are disadvantaged?

Martin Luther King Jr. Elementary School improvement goals have been designed with the needs of all students. Students who have been identified as need extra academic support are provided with intervention support and extended learning opportunities. Students with discipline needs are supported through special services designed to assist with conflict resolution problem solving skills.

Component 2: Schoolwide Reform Strategies (Sec. 1114(7)(A)(i)(ii)(iii)(I)(II)(III))

Identify the strategies in the schoolwide plan that provide opportunities for all children, including each of the subgroups of students (economically disadvantaged; students from major racial and ethnic groups; children with disabilities; and English Learners) as defined in section 1111(c)(2) to meet the challenging State academic standards.

Goal 1:

By the end of the 2018-2019 school year, 85% of the students will be able to automatically read 7 CVC words as measured by DIBELS Next NWF Assessments.

Measurable Objective 1:

85% of Kindergarten grade students will demonstrate a proficiency of 7 CVC words in Reading by 05/10/2019 as measured by DIBELS Next NWF Assessment.

Strategy1:

Modeling - The teacher will explicitly model blending routines during whole and small group daily.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: But in the last few years, a handful of studies have come out concluding that some programs show at least modest gains using blended learning techniques and tools. In a new Education Week report "Blended Learning: Breaking Down Barriers," released today, my colleague Sarah Sparks takes a look at the current state of research on blended learning.

Sarah notes that meaningful studies of blended learning are only slowly beginning to accumulate, after years in which educators felt they were operating in the dark in terms of what instructional techniques and software show signs of working. <http://blogs.edweek.org>

Activity - Side by side Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Reading coach and administrators will observe and provide modeling and coaching support as needed.	Academic Support Program	08/20/2018	05/22/2019	\$0 - No Funding Required	Reading Coach, Assistant Principal, and Principal

Strategy2:

Word Building - Students will practice daily, using manipulatives/tools (e.g., Elkonin boxes, letter tiles, white boards, flash cards to review letters, sounds, blending, reading words, building words, and writing words

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: One of the best established relationships in the field of literacy is that between students' vocabulary knowledge and their reading comprehension (Anderson & Freebody, 1981; Stanovich, 1992). While this is not a simple cause-effect relationship, such that the teaching of many vocabulary words causes students to be better readers and writers, we have learned enough to be able to make some clear instructional recommendations. We understand better how to develop vocabulary for reading, for communicating orally, and for communicating through writing. More recently, we have come to understand the critical role that spelling knowledge plays in the language arts. Recent research has revealed that spelling knowledge is not only an important tool for writing, but that it also plays important roles in

students' vocabulary development, reading comprehension, and reading rate and fluency (Perfetti, 1985; Templeton & Bear, 1992)

Activity - Summer Bridge PD Turnaround	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Lead teachers will provide professional development on Word building using Elkonin boxes, letter tiles, white boards, flash cards to review letters, sounds, blending, reading words, building words, and writing words.	Professional Learning	10/01/2018	10/29/2018	\$0 - No Funding Required	Lead teachers from Summer Bridge and Instructional Coach

Goal 2:

By the end of the 2018-2019 school year 55% of 1st grade students will be able to read 69 WPM with 98% accuracy as measured by the DIBELS Next ORF Assessment.

Measurable Objective 1:

55% of First grade students will demonstrate a proficiency of 69 WPM in Reading by 05/10/2019 as measured by DIBELS Next .

Strategy1:

Fluency Practice - 1. The teachers will provide ample reading practice and reread familiar text using phrase cards, and readers theatre, etc. for fluency practice.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Successful reading requires readers to process the text (the surface level of reading) and comprehend the text (the deeper meaning). Reading fluency refers to the reader's ability to develop control over surface-level text processing so that he or she can focus on understanding the deeper levels of meaning embedded in the text.

Reading fluency has three important dimensions that build a bridge to comprehension. The first dimension is accuracy in word decoding. Readers must be able to sound out the words in a text with minimal errors. In terms of skills, this dimension refers to phonics and other strategies for decoding words. The second dimension is automatic processing. Readers need to expend as little mental effort as possible in the decoding aspect of reading so that they can use their finite cognitive resources for meaning making (LaBerge & Samuels, 1974). The third dimension is what linguists call prosodic reading (Schreiber, 1980, 1991; Schreiber & Read, 1980)

Activity - Monitor the implementation of Turnaround Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation and use of Elkonin boxes, letter tiles, white boards, flash cards to review letters, sounds, blending, reading words, building words, and writing words.	Direct Instruction	08/08/2018	05/23/2019	\$0 - No Funding Required	Administrators and Instructional Coach

Goal 3:

By the end of the 2018-2019 school year, 40% of second grade students will be able to read 111 wpm with 99% accuracy as measured by DIBELS Next ORF assessment.

Measurable Objective 1:

40% of Second grade students will demonstrate a proficiency of 111 WPM in Reading by 05/10/2019 as measured by DIBELS Next .

Strategy1:

Extended School Year - Students in Tier III will attend Summer Learning for intervention in reading and math.

Category: Develop/Implement Learning Supports

Research Cited: THE "SUMMER SLIDE" is what often happens to disadvantaged children during the summer months.

They tread water at best or even fall behind, while higher-income children build their skills steadily over the summer months.

<https://www.summerlearning.org>

Activity - Summer Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Summer Learning 4 weeks for Tier III students for reading and math	Academic Support Program	06/10/2019	07/12/2019	\$50000 - Title I Part A	Teachers and Administrators

Goal 4:

By the end of the 2018-2019 school year, 43% of grade third through fifth grade students will be able to score at or above proficiency as measured by Scantron.

Measurable Objective 1:

40% of Third grade students will demonstrate a proficiency in reading in Reading by 05/23/2019 as measured by Scantron.

Strategy1:

Vocabulary/ Multiple Meaning Words - Teachers will use an array of strategies to determine the meaning of multiple meaning words and phrases.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Anderson, R., and W. Nagy. 1991. Word meanings. In R. Barr, M. Kamil, P. Mosenthal, and P.D. Pearson, (Eds.),

Handbook of Reading Research, Vol. 2, pp. 690–724. New York: Longman.

Activity - Task cards, interactive games, leveled texts, phrase cards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will assist students in daily practice of a variety of vocab strategies.	Direct Instruction	08/08/2018	05/23/2019	\$0 - No Funding Required	Reading Coach, Teachers

Goal 5:

Increase the overall reading proficiency by 20% from 23% to 43% during the 2018-2019 school year as measured by Scantron Assessment.

Measurable Objective 1:

A 20% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency from 23% to 43% in Reading by 05/01/2019 as

measured by Scantron Assessment.

Strategy1:

Grade Specific targets - 3rd grade teachers will use an array of strategies (task cards, interactive games, leveled text, phrase cards) to determine the meaning of multiple meaning words and phrases.

4th grade teachers will use task cards, interactive games, and leveled readers in centers to find unknown words and determine their meaning by using context clues. The students will also use evidence from the text, cards, or games to explain their reasoning for their definition of the unknown word.

5th grade teachers will explicitly teach Greek and Latin affixes (mono, uni, bi, tri, hemi, semi, anti, co, inter, sub, super, tist, ology) and roots (tele, tract, astr, scrib, script, im, ex, port, rupt, spect, dict), discuss their meanings, use them in sentences, have students read them in text, and let the students talk through how to figure out what the word means.

Category: Develop/Implement Learning Supports

Research Cited: Why are multiple-meaning words a strong platform for teaching and learning? Well, readers need to develop and practice linguistic flexibility: the ability to understand and use words in a variety of ways. Successful comprehension relies on deep knowledge of words' multiple meanings, and successful comprehension monitoring depends on a readiness to appropriately adjust interpretations of words to fit the context.

But recognizing the importance of teaching multiple-meaning words is one thing and integrating effective multiple-meaning-word instruction into packed literacy blocks is another. The following principles for teaching multiple-meaning words are meant to provide a springboard for instructional planning. Here, the learning of multiple-meaning words is viewed not as a standalone skill to be mastered, but as an integral component of a larger vocabulary-learning process. www.lexialearning.com

Activity - Model Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Instructional Coach will provide model lessons and give feedback from turnaround lesson. Create smart goals of each targeted area during data meetings.	Academic Support Program	10/15/2018	05/22/2019	\$0 - No Funding Required	Instructional Coach and Administration

Goal 6:

Increase the overall reading proficiency by 17% from 25% to 42% during the 2018-2019 school year as measured by Scantron Assessment.

Measurable Objective 1:

17% of Third, Fourth and Fifth grade students will demonstrate a proficiency from 25% to 42% in Mathematics by 05/01/2019 as measured by Scantron Assessment.

Strategy1:

Using Math Discourse - Teachers will provide multiple opportunities for mathematical discourse daily, using academic vocabulary, and building number sense daily. Teachers will create authentic, real life math problems to incorporate a productive struggle for the students weekly.

Category: Develop/Implement Learning Supports

Research Cited: Learning mathematics is not a spectator sport. The rigorous mathematical knowledge sought for at all levels of instruction requires deep thinking and persistent sense making from students. Communication about mathematics among students and between students and the teacher is the vehicle for bringing thinking to the surface, clarifying ideas, moving ideas forward, revealing misconceptions, and making key mathematical connections clear, transferable, and memorable. Mathematical discourse is the verbal and written communication that is centered around deepening thinking about and making sense of mathematics. Brummer and Kartchner Clark (2014) state, "students must think about, read about, talk about, and write about information in order to synthesize it and to retain it" (p. 21). Students cannot learn only by being told or shown information. Through language students communicate in ways that engage them in reasoning and talking about math (Fogelberg et al., 2008; McKee & Ogle, 2005). The math standards of all states emphasize the importance of student communication of mathematical ideas, making mathematical discourse a required process in learning mathematics.

Activity - Math Solutions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend two days of Math Solution training and turnaround strategies within the classroom.	Academic Support Program	10/22/2018	12/11/2018	\$0 - No Funding Required	Teachers and Instructional Coach

Strategy2:

Focused Math Targets - 3rd grade teachers will provide interactive math centers that focus on word problems and bar graph interpretations. 4th grade teachers will use estimation tasks to introduce and reinforce measurement in standard lengths. 5th grade teachers will model using base-ten models and place-value charts to represent numbers and decimals and allow ample time for practicing problems using place value daily.

Category: Develop/Implement Learning Supports

Research Cited: Recommendations for School

Mathematics of the(1980's, the National Council of Teachers of Mathematics strongly recommended that problem solving be the major focus,of.school mathematics. The NCTM recommendations were a result of studies conducted by the National Assessment of Educational Progress and the National Science Foundation. These studies revealed children's extremely poor performance .in the problem solving skills.

The number of pipers concerned with problem solving which have been published since the NCTM statement was made, abound.

These efforti have been sincere responses to NCTM's recommendation and deserve to be read and considered. The studies reviewed

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Martin Luther King, Jr. Elementary School

in this document, however, related to solving word problems.

They were published since 1980 when the NCTM recommendation was made.

Activity - Grade Level Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will hold weekly grade levels meetings to analyze recent data and create centers based on needs from each targeted area.	Academic Support Program	10/15/2018	05/23/2019	\$0 - No Funding Required	Teachers

Identify the instructional strategies and methods used that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

Goal 1:

By the end of the 2018-2019 school year, 85% of the students will be able to automatically read 7 CVC words as measured by DIBELS Next NWF Assessments.

Measurable Objective 1:

85% of Kindergarten grade students will demonstrate a proficiency of 7 CVC words in Reading by 05/10/2019 as measured by DIBELS Next NWF Assessment.

Strategy1:

Word Building - Students will practice daily, using manipulatives/tools (e.g., Elkonin boxes, letter tiles, white boards, flash cards to review letters, sounds, blending, reading words, building words, and writing words

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: One of the best established relationships in the field of literacy is that between students' vocabulary knowledge and their reading comprehension (Anderson & Freebody, 1981; Stanovich, 1992). While this is not a simple cause-effect relationship, such that the teaching of many vocabulary words causes students to be better readers and writers, we have learned enough to be able to make some clear instructional recommendations. We understand better how to develop vocabulary for reading, for communicating orally, and for communicating through writing. More recently, we have come to understand the critical role that spelling knowledge plays in the language arts. Recent research has revealed that spelling knowledge is not only an important tool for writing, but that it also plays important roles in students' vocabulary development, reading comprehension, and reading rate and fluency (Perfetti, 1985; Templeton & Bear, 1992)

Activity - Summer Bridge PD Turnaround	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Lead teachers will provide professional development on Word building using Elkonin boxes, letter tiles, white boards, flash cards to review letters, sounds, blending, reading words, building words, and writing words.	Professional Learning	10/01/2018	10/29/2018	\$0 - No Funding Required	Lead teachers from Summer Bridge and Instructional Coach

Strategy2:

Modeling - The teacher will explicitly model blending routines during whole and small group daily.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: But in the last few years, a handful of studies have come out concluding that some programs show at least modest gains using blended learning techniques and tools. In a new Education Week report "Blended Learning: Breaking Down Barriers," released today, my colleague Sarah Sparks takes a look at the current state of research on blended learning.

Sarah notes that meaningful studies of blended learning are only slowly beginning to accumulate, after years in which educators felt they were operating in the dark in terms of what instructional techniques and software show signs of working. <http://blogs.edweek.org>

Activity - Side by side Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Reading coach and administrators will observe and provide modeling and coaching support as needed.	Academic Support Program	08/20/2018	05/22/2019	\$0 - No Funding Required	Reading Coach, Assistant Principal, and Principal

Goal 2:

By the end of the 2018-2019 school year 55% of 1st grade students will be able to read 69 WPM with 98% accuracy as measured by the DIBELS Next ORF Assessment.

Measurable Objective 1:

55% of First grade students will demonstrate a proficiency of 69 WPM in Reading by 05/10/2019 as measured by DIBELS Next .

Strategy1:

Fluency Practice - 1. The teachers will provide ample reading practice and reread familiar text using phrase cards, and readers theatre, etc. for fluency practice.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Successful reading requires readers to process the text (the surface level of reading) and comprehend the text (the deeper meaning). Reading fluency refers to the reader's ability to develop control over surface-level text processing so that he or she can focus on understanding the deeper levels of meaning embedded in the text.

Reading fluency has three important dimensions that build a bridge to comprehension. The first dimension is accuracy in word decoding. Readers must be able to sound out the words in a text with minimal errors. In terms of skills, this dimension refers to phonics and other strategies for decoding words. The second dimension is automatic processing. Readers need to expend as little mental effort as possible in the decoding aspect of reading so that they can use their finite cognitive resources for meaning making (LaBerge & Samuels, 1974). The third dimension is what linguists call prosodic reading (Schreiber, 1980, 1991; Schreiber & Read, 1980)

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Activity - Monitor the implementation of Turnaround Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation and use of Elkonin boxes, letter tiles, white boards, flash cards to review letters, sounds, blending, reading words, building words, and writing words.	Direct Instruction	08/08/2018	05/23/2019	\$0 - No Funding Required	Administrators and Instructional Coach

Goal 3:

By the end of the 2018-2019 school year, 40% of second grade students will be able to read 111 wpm with 99% accuracy as measured by DIBELS Next ORF assessment.

Measurable Objective 1:

40% of Second grade students will demonstrate a proficiency of 111 WPM in Reading by 05/10/2019 as measured by DIBELS Next .

Strategy1:

Extended School Year - Students in Tier III will attend Summer Learning for intervention in reading and math.

Category: Develop/Implement Learning Supports

Research Cited: THE "SUMMER SLIDE" is what often happens to disadvantaged children during the summer months.

They tread water at best or even fall behind, while higher-income children build their skills steadily over the summer months.

<https://www.summerlearning.org>

Activity - Summer Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Summer Learning 4 weeks for Tier III students for reading and math	Academic Support Program	06/10/2019	07/12/2019	\$50000 - Title I Part A	Teachers and Administrators

Goal 4:

By the end of the 2018-2019 school year, 43% of grade third through fifth grade students will be able to score at or above proficiency as measured by Scantron.

Measurable Objective 1:

40% of Third grade students will demonstrate a proficiency in reading in Reading by 05/23/2019 as measured by Scantron.

Strategy1:

Vocabulary/ Multiple Meaning Words - Teachers will use an array of strategies to determine the meaning of multiple meaning words and phrases.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Anderson, R., and W. Nagy. 1991. Word meanings. In R. Barr, M. Kamil, P. Mosenthal, and P.D. Pearson, (Eds.),

Handbook of Reading Research, Vol. 2, pp. 690–724. New York: Longman.

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Activity - Task cards, interactive games, leveled texts, phrase cards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will assist students in daily practice of a variety of vocab strategies.	Direct Instruction	08/08/2018	05/23/2019	\$0 - No Funding Required	Reading Coach, Teachers

Goal 5:

Increase the overall reading proficiency by 20% from 23% to 43% during the 2018-2019 school year as measured by Scantron Assessment.

Measurable Objective 1:

A 20% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency from 23% to 43% in Reading by 05/01/2019 as measured by Scantron Assessment.

Strategy1:

Grade Specific targets - 3rd grade teachers will use an array of strategies (task cards, interactive games, leveled text, phrase cards) to determine the meaning of multiple meaning words and phrases.

4th grade teachers will use task cards, interactive games, and leveled readers in centers to find unknown words and determine their meaning by using context clues. The students will also use evidence from the text, cards, or games to explain their reasoning for their definition of the unknown word.

5th grade teachers will explicitly teach Greek and Latin affixes (mono, uni, bi, tri, hemi, semi, anti, co, inter, sub, super, tist, ology) and roots (tele, tract, astr, scrib, script, im, ex, port, rupt, spect, dict), discuss their meanings, use them in sentences, have students read them in text, and let the students talk through how to figure out what the word means.

Category: Develop/Implement Learning Supports

Research Cited: Why are multiple-meaning words a strong platform for teaching and learning? Well, readers need to develop and practice linguistic flexibility: the ability to understand and use words in a variety of ways. Successful comprehension relies on deep knowledge of words' multiple meanings, and successful comprehension monitoring depends on a readiness to appropriately adjust interpretations of words to fit the context.

But recognizing the importance of teaching multiple-meaning words is one thing and integrating effective multiple-meaning-word instruction into packed literacy blocks is another. The following principles for teaching multiple-meaning words are meant to provide a springboard for instructional planning. Here, the learning of multiple-meaning words is viewed not as a standalone skill to be mastered, but as an integral component of a larger vocabulary-learning process. www.lexialearning.com

Activity - Model Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Instructional Coach will provide model lessons and give feedback from turnaround lesson. Create smart goals of each targeted area during data meetings.	Academic Support Program	10/15/2018	05/22/2019	\$0 - No Funding Required	Instructional Coach and Administration

Goal 6:

Increase the overall reading proficiency by 17% from 25% to 42% during the 2018-2019 school year as measured by Scantron Assessment.

Measurable Objective 1:

17% of Third, Fourth and Fifth grade students will demonstrate a proficiency from 25% to 42% in Mathematics by 05/01/2019 as measured by Scantron Assessment.

Strategy1:

Focused Math Targets - 3rd grade teachers will provide interactive math centers that focus on word problems and bar graph interpretations. 4th grade teachers will use estimation tasks to introduce and reinforce measurement in standard lengths. 5th grade teachers will model using base-ten models and place-value charts to represent numbers and decimals and allow ample time for practicing problems using place value daily.

Category: Develop/Implement Learning Supports

Research Cited: Recommendations for School

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Activity - Grade Level Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will hold weekly grade levels meetings to analyze recent data and create centers based on needs from each targeted area.	Academic Support Program	10/15/2018	05/23/2019	\$0 - No Funding Required	Teachers

Strategy2:

Using Math Discourse - Teachers will provide multiple opportunities for mathematical discourse daily, using academic vocabulary, and building number sense daily. Teachers will create authentic, real life math problems to incorporate a productive struggle for the students weekly.

Category: Develop/Implement Learning Supports

Research Cited: Learning mathematics is not a spectator sport. The rigorous mathematical knowledge sought for at all levels of instruction requires deep thinking and

persistent sense making from students. Communication about mathematics among students and between students and the teacher is the vehicle for bringing thinking to the surface, clarifying ideas, moving ideas forward, revealing misconceptions, and making key mathematical connections clear, transferable, and memorable. Mathematical discourse is the verbal and written communication that is centered around deepening thinking about and making sense of mathematics. Brummer and Kartchner Clark (2014) state, "students must think about, read about, talk about, and write about information in order to synthesize it and to retain it" (p. 21). Students cannot learn only by being told or shown information. Through language students communicate in ways that engage them in reasoning and talking about math (Fogelberg et al., 2008; McKee & Ogle, 2005). The math standards of all states emphasize the importance of student communication of mathematical ideas, making mathematical discourse a required process in learning mathematics.

Activity - Math Solutions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend two days of Math Solution training and turnaround strategies within the classroom.	Academic Support Program	10/22/2018	12/11/2018	\$0 - No Funding Required	Teachers and Instructional Coach

Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include-

- counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas

- preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools

- implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.)

Goal 1:

By the end of the 2018-2019 school year, 85% of the students will be able to automatically read 7 CVC words as measured by DIBELS Next NWF Assessments.

Measurable Objective 1:

85% of Kindergarten grade students will demonstrate a proficiency of 7 CVC words in Reading by 05/10/2019 as measured by DIBELS

Next NWF Assessment.

Strategy1:

Modeling - The teacher will explicitly model blending routines during whole and small group daily.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: But in the last few years, a handful of studies have come out concluding that some programs show at least modest gains using blended learning techniques and tools. In a new Education Week report "Blended Learning: Breaking Down Barriers," released today, my colleague Sarah Sparks takes a look at the current state of research on blended learning.

Sarah notes that meaningful studies of blended learning are only slowly beginning to accumulate, after years in which educators felt they were operating in the dark in terms of what instructional techniques and software show signs of working. <http://blogs.edweek.org>

Activity - Side by side Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Reading coach and administrators will observe and provide modeling and coaching support as needed.	Academic Support Program	08/20/2018	05/22/2019	\$0 - No Funding Required	Reading Coach, Assistant Principal, and Principal

Strategy2:

Word Building - Students will practice daily, using manipulatives/tools (e.g., Elkonin boxes, letter tiles, white boards, flash cards to review letters, sounds, blending, reading words, building words, and writing words

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: One of the best established relationships in the field of literacy is that between students' vocabulary knowledge and their reading comprehension (Anderson & Freebody, 1981; Stanovich, 1992). While this is not a simple cause-effect relationship, such that the teaching of many vocabulary words causes students to be better readers and writers, we have learned enough to be able to make some clear instructional recommendations. We understand better how to develop vocabulary for reading, for communicating orally, and for communicating through writing. More recently, we have come to understand the critical role that spelling knowledge plays in the language arts. Recent research has revealed that spelling knowledge is not only an important tool for writing, but that it also plays important roles in students' vocabulary development, reading comprehension, and reading rate and fluency (Perfetti, 1985; Templeton & Bear, 1992)

Activity - Summer Bridge PD Turnaround	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Lead teachers will provide professional development on Word building using Elkonin boxes, letter tiles, white boards, flash cards to review letters, sounds, blending, reading words, building words, and writing words.	Professional Learning	10/01/2018	10/29/2018	\$0 - No Funding Required	Lead teachers from Summer Bridge and Instructional Coach

Goal 2:

By the end of the 2018-2019 school year 55% of 1st grade students will be able to read 69 WPM with 98% accuracy as measured by the DIBELS Next ORF Assessment.

Measurable Objective 1:

55% of First grade students will demonstrate a proficiency of 69 WPM in Reading by 05/10/2019 as measured by DIBELS Next .

Strategy1:

Fluency Practice - 1. The teachers will provide ample reading practice and reread familiar text using phrase cards, and readers theatre, etc. for fluency practice.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Successful reading requires readers to process the text (the surface level of reading) and comprehend the text (the deeper meaning). Reading fluency refers to the reader's ability to develop control over surface-level text processing so that he or she can focus on understanding the deeper levels of meaning embedded in the text.

Reading fluency has three important dimensions that build a bridge to comprehension. The first dimension is accuracy in word decoding. Readers must be able to sound out the words in a text with minimal errors. In terms of skills, this dimension refers to phonics and other strategies for decoding words. The second dimension is automatic processing. Readers need to expend as little mental effort as possible in the decoding aspect of reading so that they can use their finite cognitive resources for meaning making (LaBerge & Samuels, 1974). The third dimension is what linguists call prosodic reading (Schreiber, 1980, 1991; Schreiber & Read, 1980)

Activity - Monitor the implementation of Turnaround Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation and use of Elkonin boxes, letter tiles, white boards, flash cards to review letters, sounds, blending, reading words, building words, and writing words.	Direct Instruction	08/08/2018	05/23/2019	\$0 - No Funding Required	Administrators and Instructional Coach

Goal 3:

By the end of the 2018-2019 school year, 40% of second grade students will be able to read 111 wpm with 99% accuracy as measured by DIBELS Next ORF assessment.

Measurable Objective 1:

40% of Second grade students will demonstrate a proficiency of 111 WPM in Reading by 05/10/2019 as measured by DIBELS Next .

Strategy1:

Extended School Year - Students in Tier III will attend Summer Learning for intervention in reading and math.

Category: Develop/Implement Learning Supports

Research Cited: THE "SUMMER SLIDE" is what often happens to disadvantaged children during the summer months.

They tread water at best or even fall behind, while higher-income children build their skills steadily over the summer months.

<https://www.summerlearning.org>

Activity - Summer Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Summer Learning 4 weeks for Tier III students for reading and math	Academic Support Program	06/10/2019	07/12/2019	\$50000 - Title I Part A	Teachers and Administrators

Goal 4:

By the end of the 2018-2019 school year, 43% of grade third through fifth grade students will be able to score at or above proficiency as measured by Scantron.

Measurable Objective 1:

40% of Third grade students will demonstrate a proficiency in reading in Reading by 05/23/2019 as measured by Scantron.

Strategy1:

Vocabulary/ Multiple Meaning Words - Teachers will use an array of strategies to determine the meaning of multiple meaning words and phrases.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Anderson, R., and W. Nagy. 1991. Word meanings. In R. Barr, M. Kamil, P. Mosenthal, and P.D. Pearson, (Eds.), Handbook of Reading Research, Vol. 2, pp. 690–724. New York: Longman.

Activity - Task cards, interactive games, leveled texts, phrase cards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will assist students in daily practice of a variety of vocab strategies.	Direct Instruction	08/08/2018	05/23/2019	\$0 - No Funding Required	Reading Coach, Teachers

Goal 5:

Increase the overall reading proficiency by 20% from 23% to 43% during the 2018-2019 school year as measured by Scantron Assessment.

Measurable Objective 1:

A 20% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency from 23% to 43% in Reading by 05/01/2019 as measured by Scantron Assessment.

Strategy1:

Grade Specific targets - 3rd grade teachers will use an array of strategies (task cards, interactive games, leveled text, phrase cards) to determine the meaning of multiple meaning words and phrases.

4th grade teachers will use task cards, interactive games, and leveled readers in centers to find unknown words and determine their meaning by using context clues. The students will also use evidence from the text, cards, or games to explain their reasoning for their definition of the unknown word.

5th grade teachers will explicitly teach Greek and Latin affixes (mono, uni, bi, tri, hemi, semi, anti, co, inter, sub, super, tist, ology) and roots (tele, tract, astr, scrib, script, im, ex, port, rupt, spect, dict), discuss their meanings, use them in sentences, have students read them in text, and let the students talk through how to figure out what the word means.

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Research Cited: Why are multiple-meaning words a strong platform for teaching and learning? Well, readers need to develop and practice linguistic flexibility: the ability to understand and use words in a variety of ways. Successful comprehension relies on deep knowledge of

words' multiple meanings, and successful comprehension monitoring depends on a readiness to appropriately adjust interpretations of words to fit the context.

But recognizing the importance of teaching multiple-meaning words is one thing and integrating effective multiple-meaning-word instruction into packed literacy blocks is another. The following principles for teaching multiple-meaning words are meant to provide a springboard for instructional planning. Here, the learning of multiple-meaning words is viewed not as a standalone skill to be mastered, but as an integral component of a larger vocabulary-learning process. www.lexialearning.com

Activity - Model Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Instructional Coach will provide model lessons and give feedback from turnaround lesson. Create smart goals of each targeted area during data meetings.	Academic Support Program	10/15/2018	05/22/2019	\$0 - No Funding Required	Instructional Coach and Administration

Goal 6:

Increase the overall reading proficiency by 17% from 25% to 42% during the 2018-2019 school year as measured by Scantron Assessment.

Measurable Objective 1:

17% of Third, Fourth and Fifth grade students will demonstrate a proficiency from 25% to 42% in Mathematics by 05/01/2019 as measured by Scantron Assessment.

Strategy1:

Using Math Discourse - Teachers will provide multiple opportunities for mathematical discourse daily, using academic vocabulary, and building number sense daily. Teachers will create authentic, real life math problems to incorporate a productive struggle for the students weekly.

Category: Develop/Implement Learning Supports

Research Cited: Learning mathematics is not a spectator sport. The rigorous mathematical knowledge sought for at all levels of instruction requires deep thinking and persistent sense making from students. Communication about mathematics among students and between students and the teacher is the vehicle for bringing thinking to the surface, clarifying ideas, moving ideas forward, revealing misconceptions, and making key mathematical connections clear, transferable, and memorable. Mathematical discourse is the verbal and written communication that is centered around deepening thinking about and making sense of mathematics. Brummer and Kartchner Clark (2014) state, "students must think about, read about, talk about, and write about information in order to synthesize it and to retain it" (p. 21). Students cannot learn only by being told or shown information. Through language students communicate in ways that engage them in reasoning and talking about math (Fogelberg et al., 2008; McKee & Ogle, 2005). The math standards of all states emphasize the importance of student communication of mathematical ideas, making mathematical discourse a required process in learning mathematics.

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Teachers will attend two days of Math Solution training and turnaround strategies within the classroom.	Academic Support Program	10/22/2018	12/11/2018	\$0 - No Funding Required	Teachers and Instructional Coach

Strategy2:

Focused Math Targets - 3rd grade teachers will provide interactive math centers that focus on word problems and bar graph interpretations.

4th grade teachers will use estimation tasks to introduce and reinforce measurement in standard lengths.

5th grade teachers will model using base-ten models and place-value charts to represent numbers and decimals and allow ample time for practicing problems using place value daily.

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English Language Proficiency Goal (Should address identified weaknesses and gaps):**Goal 1:**

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Strategy2:

Word Building - Students will practice daily, using manipulatives/tools (e.g., Elkonin boxes, letter tiles, white boards, flash cards to review letters, sounds, blending, reading words, building words, and writing words

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Describe how the school provides individual student academic achievement results and interpretation of the results to parents of English Learners in a language they can understand.

Our district interpreter, Kara Bernal, translates results as needed and Language line is also used.

Component 3: Instruction by Qualified Staff (Sec.1112(c)(6))

Label	Assurance	Response	Comment	Attachment
1.	Do all of the instructional paraprofessionals meet the state requirements? If no, what is the number that has not met state requirements and what is being done to address this?	Yes		

Label	Assurance	Response	Comment	Attachment
2.	Do all of the teachers meet the state requirements and licensing criteria for the grade levels and subject areas in which the teachers provide instruction? If no, what is the number that has not met state requirements and licensing criteria, and what is being done to address this?	Yes		

Describe how staffing decision ensure that highly qualified, well trained teachers provide instruction and how their assignments most effectively address identified academic needs.

All teachers hired at Martin Luther King, Jr. Elementary School are highly qualified as defined by the state. Their placement within the building is based on data and student needs. Teachers are trained in AMSTI methods, Common Core, Rigor in the Standards, Student Engagement and the Intervention Programs.

Component 4: Strategies to Attract Qualified Teachers (Sec. 1114(7)(A)(iii)(IV))

What is the school's teacher turnover rate for this school year?

8 teachers were replaced this school year, 2018-2019.

What is the experience level of key teaching and learning personnel?

The level of teachers range from 0-30 years.

If there is a high turnover rate, list initiatives the school or school district has implemented to attempt to lower the turnover rate (recruitment and retention strategies).

Tuscaloosa City School District implements a mentoring program to attract, retain and reward the most talented employees to serve our students.

Component 5: High Quality and Ongoing Professional Development (Sec. 1114(7)(A)(iii)(IV))**Describe how data is used from academic assessments to determine professional development.**

Data is gathered from several sources, including DIBELS Next, Scantron Performance Series, and various classroom assessments. Data is compared by student, by class, and by grade level to determine areas for improvement and opportunities for teachers to both receive and deliver professional development.

Identify the professional development opportunities for teachers, principals, paraprofessionals, and other school personnel to improve instruction.

Faculty and staff have the opportunity to participate in professional development that will inform and improve their instruction in the areas of math, reading, writing, and science. Professional development may take place on an individual level through peer mentoring, work with a reading specialist or curriculum specialist from the district. Opportunities may also take place in a small group through grade level meetings or large group setting such as a faculty meeting. Training is reinforced and monitored for implementation by support from the instructional coach and peers. Parents have opportunities to participate in professional learning related to helping their children with reading and writing standards. There will be workshops throughout the year for parents to receive training related to reading aloud with their children, ways to reinforce writing at home, test taking tips, and a reading and math curriculum night.

Identify the teacher mentoring activities included in the schoolwide plan. For example, new or inexperienced teachers are given support from an assigned master teacher.

The district provides a mentoring program for new and inexperienced teachers. Each teacher is assigned to an experienced, master teacher to assist with needs. Additionally, teachers form informal mentor-mentee relationships with their grade level counterparts for all elements of instruction and acclimation to the school environment and culture.

Describe how all professional development is "sustained and ongoing."

Professional development is sustained through peer mentoring, collaborative planning, and curriculum team monitoring. The curriculum team will monitor through checking lesson plans and walk-through visits.

Component 6: Transition Strategies (Sec.1114(7)(A)(iii)(V))

Identify the strategies in the schoolwide plan that support and assist students in transitioning from one grade level to the next. For example, preschool preparation for Kindergarten and/or eighth grade transition to high school and/or high school to college/work force.

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Summer Learning 4 weeks for Tier III students for reading and math	Academic Support Program	06/10/2019	07/12/2019	\$50000 - Title I Part A	Teachers and Administrators

Component 7: Teacher Participation in Making Assessment Decisions (Sec.1114(b)(2))**What measures are in place to include teachers in decisions regarding the use of results of statewide academic assessments?**

Data team meetings are held on a regular basis to discuss statewide assessments as well as other data. During these meetings, teachers are engaged in discussions about the previous data and what strategies we will use to improve our results. The teachers work with the reading specialist and administration to analyze their students' strengths and weaknesses based on recent data and ways to adjust instruction to meet their needs. Teachers, instructional coach and administration collaborate to see the alignment between their weekly, unit, and state assessments and how quality instruction and assessment can have a positive effect on instruction and standardized assessments.

Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards (Sec.1114 (7)(A))

What is the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

MLK, Jr. Elementary engages in monthly Data Meetings. During these meetings, we take a deeper look at data and identify students that are not proficient in core areas. Once we have identified those students, we develop action plans or identify next steps to assist teachers in making sure that all students are achieving the desired levels of readiness. Once teachers have implemented those strategies, we meet again to see if students are making any gains. Once we have tried a variety of research based instructional strategies, and if documented evidence doesn't show proficiency, then those students are recommended to start the RTI process.

How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

Students who are having difficulty with the state's standards are provided differentiation within the classroom and if they are still having difficulty they may receive Tier 2 instruction from intervention teachers. The intervention teachers will meet with students twice a week for 30 minute increments. This is in addition to the small group time the students have in the classroom. Students who have difficulty in mastering standards that are identified as Special Education, receive collaborative and pull-out services from the special education teachers, as well as co-teaching among SPE and general education teachers.

Describe how the school provides opportunities for the most academically needy students to receive support and reinforcement of academic skills BEYOND THE REGULAR SCHOOL DAY.

Teachers plan collaboratively to create lessons that are stimulating and appeal to a variety of learning styles. Activities are also designed to meet students at their readiness level and then provide scaffolding for them to move up. Students needing extra reading support attends Book Buddies with one-on-one volunteers on Tuesdays and Thursdays. Boys and Girls Club is housed at the school for extended learning with homework assistance.

Describe procedures used to address challenges for each group of Migrant, English Language Learners, Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless Students.

MLK, Jr. Elementary offers an extended learning program where students are offered additional support beyond the regular school day. This program operates from two days a week during the school year. The selection process is based on the students scoring in the "close" range.

Special Populations as listed in the Carl D. Perkins Career and Technical Education Act of 2006 - Describe procedures used to address challenges for each group of individuals with disabilities, individuals from economically disadvantaged families (including foster children), individuals preparing for non-traditional fields, single parents (including single pregnant women), displaced homemakers, and individuals with limited English proficiency.

N/A

**Component 9: Coordination and Integration of Federal, State and Local Programs and Resources
(Sec.1114(b)(V))**

List the State, Federal and local programs that are consolidated/coordinated in the schoolwide program and describe how all programs and resources are coordinated and integrated toward the achievement of the schoolwide goals.

All programs offered at MLK, Jr. Elementary are funded through federal and state resources. These programs facilitate strategies help achieve our school improvement goals. The resources allow Martin Luther King, Jr. Elementary School opportunities to provide professional development for faculty, extended learning opportunities for students, expand technology, educational materials and supplies for students and faculty, additional support staff, such as an assistant principal, social worker, instructional coach, interventionists, and parent liaison.

How does the school coordinate and integrate the following Federal, State and local services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d)?

Violence Prevention Programs:

The school participates in the HALT program which is the district's anti-bullying program coordinated by the school counselor. The counselor provides classes and information to students and teachers about how to report bullying and ways to reduce violence in the school. The school also participates in MindChangers program which is targeted at working with at-risk students with problem behaviors. The Coping Powers program is implemented to help students find ways to resolve issues without violence. The school also uses CClass Dojo as a school wide behavior management program managed by homeroom teachers.

Nutrition Programs:

The school is a recipient of the Fresh Fruit and Vegetable grant which allows students to receive a fresh fruit or vegetable snack every day. Students are also provided Breakfast in the Classroom every morning. Third grade students are receiving a fifteen week Body Quest Program focusing on nutrition.

The school houses 5 Pre-K units that are designed to promote and increase early literacy.

Adult Education:

Through the parent involvement program, parents are provided opportunities to gain skills related to reading with their children and preparing for state tests.

Component 10: Evaluation (Sec.1114(b)(3)):

How does the school evaluate the implementation of the schoolwide program?

MLK, Jr. Elementary evaluates the implementation of the schoolwide program by open discourse with faculty, teacher/parent surveys, and community stakeholder input.

How does the school evaluate the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement?

MLK holds bi-monthly leadership team meetings and data meetings. During these meetings, the team evaluates the progress of the school towards the achievement of the school goals. Based on the data from the annual assessments, academic goals are revised and adjusted on an annual basis

How does the school determine whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards?

Each student is reviewed in terms of growth. In an effort to close the gap for all learners we study individual student data and the subgroups of students who are furthest from achieving the standards. This information is used to plan for intervention, RTI, and IEP goals.

What process is followed by the school to revise the plan as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?

The Leadership and Data teams meet on regular basis to inform and revise the schoolwide plan as needed to ensure improvement of the students.

Coordination of Resources - Comprehensive Budget

Introduction

List all federal, state, and local monies that the school uses to run its program.

FTE Teacher Units

Label	Question	Value
1.	Provide the number of Teachers assigned units.	23.51

Provide the number of classroom teachers.

24

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	1688843.0

Total

1,688,843.00

Administrator Units

Label	Question	Value
1.	Provide the number of Administrator assigned units.	1.0

Provide the number of administrators.

2

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	112344.0

Total

112,344.00

Assistant Principal

Label	Question	Value
1.	Provide the number of Assistant Principal assigned units.	0.0

Provide the number of Assistant Principals.

1.00

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	88000.0

Total

88,000.00

Counselor

Label	Question	Value
1.	Provide the number of Counselor assigned units.	0.5

Provide the number of Counselors.

1.00

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	40422.0

Total

40,422.00

Librarian

Label	Question	Value
1.	Provide the number of Librarian assigned units.	1.0

Provide the number of Librarians.

1.00

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	65395.0

Total

65,395.00

Career and Technical Education Administrator

Label	Question	Value
1.	Provide the number of Career and Technical Education Administrator assigned units.	0.0

Provide the number of Career and Technical Education Administrators.

0.00

Label	Question	Value
3.	Provide the total of all salaries for the Career and Technical Education Administrator.	0.0

Total

0.00

Career and Technical Education Counselor

Label	Question	Value
1.	Provide the number of Career and Technical Education Counselor assigned units.	0.0

Provide the number of Career and Technical Education Counselors.

0.00

Label	Question	Value
3.	Provide the total of all salaries for the Career and Technical Education Counselor.	0.0

Total

0.00

Technology

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Technology.	7803.0

Total

7,803.00

Professional Development

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Professional Development.	2341.0

Total

2,341.00

EL Teachers

Label	Question	Value
1.	Provide the number of EL Teachers in FTEs.	0.0

Provide the number of EL Teachers.

0

Label	Question	Value
3.	Provide the total of all funding for EL Teachers.	0.0

Total

0.00

Instructional Supplies

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	13943.0

Total

13,943.00

Library Enhancement

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	2501.0

Total

2,501.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	160335.0

Provide a brief explanation and breakdown of expenses.

Instruction and staff development: \$22837

Class reduction teachers (2) 107440

Extended day: 13000

Parent Involvement: 2660

Title II

Label	Question	Value
1.	Professional Development Activities. Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

N/A

Title III

Label	Question	Value
1.	For English Learners. Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

N/A

Title IV

Label	Question	Value
1.	21st Century Schools. Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

N/A

Title V

Label	Question	Value
1.	For Rural and Low-income Schools Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

N/A

Career and Technical Education-Perkins IV

Label	Question	Value
1.	Basic Grant (Title I) Provide total.	0.0

Provide a brief explanation and breakdown of expenses.

N/A

Career and Technical Education-Perkins IV

Label	Question	Value
1.	Basic Grant (Title I) Provide total.	0.0

Provide a brief explanation and breakdown of expenses.

N/A

Label	Question	Value
1.	Tech Prep (Title II) Provide the total.	0.0

Provide a brief explanation and breakdown of expenses.

N/A

Other

Label	Question	Value
1.	21st Century, Learn and Serve, Even Start, School Improvement Grant Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

N/A

Local Funds

Label	Question	Value
1.	Provide the total	0.0

Provide a brief explanation and breakdown of expenses.

N/A

Parent and Family Engagement

Introduction

All Title I Schoolwide and Targeted Assistance Schools must complete the following diagnostics: the Stakeholder Feedback Diagnostic, the Parent and Family Engagement Diagnostic, the Coordination of Resource/Comprehensive Budget Diagnostic, and EITHER the Title I Targeted Assistance Diagnostic OR the Title I Schoolwide Diagnostic. Parent Survey must be done annually, but it can be done electronically or by paper.

Parent and Family Engagement

Describe how the school will convene an annual meeting to inform parents of the school's participation in Title I and explain Title I requirements, including the 1% set-aside, and the right of parents involved. (Sec. 1116(c)(1))

An annual meeting is provided during the month of September to discuss/review information on Title 1 requirements and offerings for Martin Luther King, Jr. Elementary. There will be additional parent workshops and meetings held during the school day and after school throughout the year to provide clear information on policies, plans, and procedures. Information will be provided in the native language of English Language Learners when necessary. Also, parental representatives from the Parent Academy will be encouraged to participate in monthly meetings (e.g. Leadership Team, PTA) to discuss school curriculum, assessments, student achievement expectations, and strategies for improving student progress. Efforts will be made to ensure that the information is provided in an understandable format for all parents.

Parents will gain information about the following:

- What it means to be a Title I School
- Requesting Qualifications of teachers
- Introduction of Parent Leaders/Contacts
- The 1% Set-Aside
- Notifications of teachers who are not Highly Qualified
- Timeline for this year's Parent Involvement Opportunities (including opportunities to share in decision making in the 1% Set-Aside, the LEA Title I Plan, the CIP, the revision of compacts, the LEA and School Parental Involvement Plans and the Annual Evaluation of the LEA Parental Involvement Plan
- The School Parental Involvement Plan
- The LEA Title I Plan
- The LEA Parental Involvement Plan
- The process for how all Title I parents may have involvement
- The ACIP
- The Annual Evaluation of the Parental Involvement Plan
- School-Parent Compacts

Translators/Interpreters are provided as needed.

Describe: 1) How there will be a flexible number and format of parent meetings offered, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement; 2) How parents will be involved in the planning, review and improvement of the Title I Program (Note: State the school's process for how all Title I parents have the opportunity for involvement in decision-making.); and 3) How funds allocated for parent involvement are being used in the school. (Sec. 1116(c)(2)(3))

1) An annual meeting is provided during the month of September to discuss/review information on Title 1 requirements and offerings for Martin Luther King, Jr. Elementary. There will be additional parent workshops and meetings held during the school day and after school throughout the year to provide clear information on policies, plans, and procedures. These include participation in the Statewide Parent Visitation Day, as well as a parent/teacher conference day in October. Information will be provided in the native language of English Language Learners when necessary.

2) Parent representatives from the Parent Academy will be encouraged to participate in monthly meetings (e.g. Leadership Team, PTA) to
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discuss school curriculum, assessments, student achievement expectations, and strategies for improving student progress. Efforts will be made to ensure that the information is provided in an understandable format for all parents. Our school believes in involving parents in all aspects of its Title I programs. We have a parent involvement liaison and a Parent Academy. These individuals serve as representatives on decision-making committees about parental strategies to Increase Parental Involvement and parents' rights. Our parent liaison serves as the local school Title I representative. She ensures that parents are informed of various workshops and school wide events. She assists in evaluating the parental involvement plan, as well as training other parents to be parent leaders. Title I parents are introduced to the PTA president and social worker at the annual meeting of Title I parents. Parents are also given a timeline outlining various parent involvement opportunities that will take place throughout the year. Parents are reminded of events and school information through school cast, the website, newsletters, and the school's marquee.

3) Our school expends its parental involvement funds as follows: school - home communication folders, home-school connection newsletters, and materials and supplies for our school's parent training workshops.

Describe how the school provides parents of participating children timely information in a uniform format and, to the extent practicable in a language they can understand, about programs under Title I, a description and explanation of the curriculum in use, forms of academic assessments, and achievement expectations used, and, if requested by parents, opportunities for regular meetings to formulate suggestions and participate as appropriate in decisions related to the education of their children. (Sec. 1116(c)(4)(A)(B)(C))

Martin Luther King, Jr. Elementary School provides parents of participating children timely information through Schoolcast, informational flyers, newsletters, progress reports, PTA meetings, as well as surveys and various parent meetings. Each of these methods is utilized to disseminate information and to provide the opportunity for parents to present input and ask questions. Written communication is sent home in the native language of each family.

Describe how parents, the school staff, and students share responsibility for improved student academic achievement for participating students (How the School-Parent Compact is jointly developed with Title I parents; how it is used, reviewed, and updated). (Sec.1116(d))

A school-parent compact is distributed to each student annually. The compact serves as a tool to promote and develop a strong partnership between home and school. It clearly establishes the responsibilities shared by the principal, teachers, parents, and students. All designated participants are required to review the compact and sign to agree to the terms set forth in the compact. A copy is sent to the school principal for review and each teacher keeps a record of the signed form in their classroom to ensure that all parents and students have received and returned a school-parent compact. Compacts are kept in a folder in each teacher's classroom. Compacts are provided in a language each family can understand. Compacts are reviewed and revised annually with input from parents.

Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan. (Sec. 1116(c)(5))

Parent meetings are held to provide the opportunity to discuss positive feedback and/or to address any concerns. Annual surveys are provided to the parents allowing them to voice their suggestions, concerns, and questions regarding the School Parent Involvement Plan. A copy of the plan is maintained in the school office for parent review at any time.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement. (Describe)

Parents will be provided the opportunity to meet on a regular basis and will be encouraged to volunteer. The activities and opportunities will be consistently be available and solicited throughout the school year. Parents are provided with information about the school's Title I requirements, assessments, curriculum and standards throughout the year at various meetings/workshops. At parent meetings, school personnel share strategies and engage in discussions about how we can partner to increase student achievement. Each year, the counselor will conduct a workshop for parents about upcoming State Assessments, etc. The parent involvement liaison and instructional coach will work together to provide other opportunities for parents to learn strategies to help their children.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall educate teachers, office personnel, and other school staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (Describe)

Parents will be provided the opportunity to meet on a regular basis and will be encouraged to volunteer. The activities and opportunities will be consistently be available and solicited throughout the school year. Parents are provided with information about the school's Title I requirements, assessments, curriculum and standards throughout the year at various meetings/workshops. At parent meetings, school personnel share strategies and engage in discussions about how we can partner to increase student achievement. Each year, the counselor will conduct a workshop for parents about upcoming State Assessments, etc. The parent involvement liaison and instructional coach will work together to provide other opportunities for parents to learn strategies to help their children.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec 1116, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.(Describe)

through collaborative partnerships with community stakeholders including parents and Adopt-a-School partners, Martin Luther King, Jr. Elementary School seeks to involve everyone in school. Parents are welcomed by administrative staff at the meet and greet day for teachers. Teachers partner with the Foster Grandparent Program through the FOCUS group through AmeriCorps. The parents also have the opportunity to participate in a Parent Visitation Day where they are able to participate in workshops about common core curriculum and technology. Parents receive a Title I handbook that includes all the information about the school Title I plan. Also, the parents are invited to participate in a workshop entitled Parent-Teacher Conference Etiquette. The Watch DOGS (Dads of Great Students) organization, composed of students' fathers and grandfathers, helps each morning to greet the students. Additionally, parents will also have the opportunity to engage in monthly activities along with their child in collaboration with the PTA . Our district uses TransAct and Language Line to communicate with our Limited English Proficient families. Tutors are also available for our English Language Learners as a supplemental service as needed. The school also uses a social worker to work with parent and student needs as well as a social worker dedicated to English Language Learner needs and communicating their families.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (Describe)

To more effectively equip parents for participation in the education of their children, activities with other programs will be provided to give parents the opportunity to increase their knowledge base. Some activities include workshops/trainings according to surveys and parent meeting groups. Yearly, we organize a Parent Visitation Day and Community Resource Fair. In addition, parent representatives will take part in the Parent Leadership Academy, a joint venture with the University of Alabama and our Federal Programs Director. Student and teacher communication folders establishes a strong foundation to strengthen the home and school connection.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall provide such other reasonable support for parental involvement activities as parents may request. (Describe)

Our school coordinates its parent involvement program for all Title I parents. We presently have five English Language Learners . We have a local school social worker, English Language Learner coach, and reading coach who works together in meeting the training needs of these parents. Additionally, we have access to an ELL social worker who works specifically with the Limited English Proficient families. We provide parent resource materials in the main office including English and Spanish versions. We use monthly newsletters, parent information boards, flyers, community information, etc. TransAct is a service that can be used to translate documents and Language Line is used to translate verbal communications via telephone. Tutors are also available for our English Language Learners. Additionally, official school communication including report cards and progress reports are available in Spanish for our Spanish speaking students.

Describe how the school will ensure the provision for participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand. (See ESSA Sec. 1117(f))

Martin Luther King, Jr. Elementary continually meets with parents to listen to ideas and suggestions. We strive to provide a nurturing environment where their ideas for activities, events, etc. are supported. We frequently read the information in our parent suggestion box located in the front foyer. In addition, we look at the results of our parent involvement surveys and respond as necessary to the concerns and requests of our parents. If parents request support in areas that are not already addressed, the administrative/leadership teams will respond appropriately by considering requests for activities, etc., and attempt to meet their needs. PTA is also available and suggested as a way for parents to be involved in the school. Conference days, curriculum and technology workshops are also held for parents each year.