

LEA Name:	Schenectady City School District
LEA BEDS Code:	530600010008
School Name:	Martin Luther King

ENTER DATA INTO ALL YELLOW CELLS.

2017-2018 School Comprehensive Education Plan (SCEP)

Contact Name	Nicola (Nicki) DiLeva	Title	Principal
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APPROVAL OF THIS PLAN BY THE SUPERINTENDENT AND BOARD OF EDUCATION (IN NEW YORK CITY, THE CHANCELLOR OR THE CHANCELLOR'S DESIGNEE) IS MANDATORY.

Implementation is required no later than the first day of regular student attendance.

Signatures confirm the respective parties certify that the SCEP addresses all of the required components of the ESEA Flexibility Waiver as detailed on page 1 of this document and understand that any significant modification of the school's approved plan require the prior approval of the commissioner.

THE SIGNATURES BELOW CONFIRM APPROVAL.

Position	Signature	Print Name	Date
Superintendent	signature on file	Laurence T. Spring	19-Jul-17
President, B.O.E. / Chancellor or Chancellor's Designee	signature on file	John Foley	19-Jul-17

Statement of Assurances

By signing this document, the Local Education Agency certifies that:

- 1. The School Comprehensive Education Plan (SCEP) has been developed in consultation with parents, school staff and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plans before they are approved.

- 2. The School Comprehensive Education Plan (SCEP) has been formally approved by the school board and will be made widely available through public means, such as posting on the Internet, distribution through the media and distribution through public agencies.

- 3. The School Comprehensive Education Plan (SCEP) will be implemented no later than the beginning of the first day of regular student attendance.

- 4. A comprehensive systems approach will be established to recruit, develop, retain and equitably distribute effective teachers and school leaders as part of the implementation of the Annual Professional Performance Review (APPR) system required by Education law §3012(c) and §3012(d) .

- 5. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

- 6. Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices.

School Leadership Team

SCHOOL LEADERSHIP TEAM: The SCEP must be developed in consultation with parents, school staff, and others pursuant to §100.11 of Commissioner’s Regulations. Participants who are regularly involved in your district and school improvement initiatives, such as community organizations or institutes of higher education should be included. By signing below, stakeholders ascertain that, although they may not agree with all components of the plan, they have actively participated in the development and revision of the SCEP.

Instructions: List the stakeholders who participated in developing the SCEP as required by Commissioner’s Regulations §100.18. Provide dates and locations of Local Stakeholder meetings. Boxes should be added as necessary.

Meeting Date(s)	Locations(s)	Meeting Date(s)	Location(s)
June 20, 2017	MLK		
June 21, 2017	MLK		
June 22, 2017	MLK		
June 23, 2017	MLK		

Name	Title / Organization	Signature
Nicola (Nicki) DiLeva	Principal	signatures on file
David Rossi	Instructional Supervisor	
Michaela Miranda	Administrative Intern/3rd grade teacher	
Stefanie Graham	Administrative Intern/Intervention Specialist	
Amy Haas	Reading Teacher	
Amy Higgs	Reading Teacher	
Nicole Izzo	3rd Grade Teacher	
Rebecca Fogg	Psychologist	
Ed McCorry	Social Worker	
Ellen Mueller	Social Worker	
Rosemary Panetta	Admin Paraprofessional	
Jasmine Santiago	Parent Liaison	
Courtney Bordeau	Speech Pathologist	
Christina Vinzo	Reading Teacher	
Sidra Riggins	PTO	

School Information Sheet

School Information Sheet							
Grade Configuration	PK-5	Total Student Enrollment	571	% Title I Population		% Attendance Rate	90.89%
% of Students Eligible for Free Lunch		% of Students Eligible for Reduced-Price Lunch		% of Limited English Proficient Students		% of Students with Disabilities	

Racial/Ethnic Origin of School Student Population											
% American Indian or Alaska Native		% Black or African American		% Hispanic or Latino		% Asian, Native Hawaiian / Other Pacific Islander		% White		% Multi-Racial	

School Personnel							
Years Principal Assigned to School	8	# of Assistant Principals	1	# of Deans	0	# of Counselors / Social Workers	2
% of Teachers with NO Valid Teaching Certificate (Out of Compliance)	0	% of Teachers Teaching Out of Certification Area	0	% Teaching with Fewer than 3 Years of Experience		Average # of Teacher Absences	

Overall State Accountability Status							
Priority School		Focus School Identified by a Focus District	X	SIG 1003(a) Recipient		SIG 1003(g) Recipient	
Identification for ELA?		Identification for Math?		Identification for Science?		Identification for High School Graduation Rate?	
ELA Performance at Level 3 and Level 4		Math Performance at Level 3 and Level 4		Science Performance at Level 3 and Level 4		Four-Year Graduation Rate (HS Only)	
% of 1st Year Students Who Earned 10+ Credits (HS Only)		% of 2nd Year Students Who Earned 10+ Credits (HS Only)		% of 3rd Year Students Who Earned 10+ Credits (HS Only)		Six-Year Graduation Rate (HS Only)	
Persistently Failing School (per Education Law 211-f)		Failing School (per Education Law 211-f)					

Did Not Meet Adequate Yearly Progress (AYP) in ELA			
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-Racial
	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		

Did Not Meet Adequate Yearly Progress (AYP) in Mathematics			
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-Racial
	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		

Did Not Meet Adequate Yearly Progress (AYP) in Science			
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-Racial
	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		

Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Objective			
	Limited English Proficient		

SCEP Plan Overview

In this section, the district must describe the development of the plan, the degree to which the previous school year's SCEP was successfully implemented, overall improvement mission or guiding principles at the core of the strategy for executing the mission/guiding principles, the key design elements of the SCEP, and other unique characteristics of the plan (if any), and provide evidence of the district's capacity to effectively oversee and manage the improvement plan.

The SCEP must be made widely available through public means, such as posting on the Internet, by the district. The Overview will serve as the at-a-glance summary of how the district will use various funding sources to improve student achievement. A complete overview will address the following:

1. Rate the degree to which the School achieved the goals identified in the previous year's School Comprehensive Education Plan (Mark with an "X").

- | | |
|-------------------------------------|---|
| <input type="checkbox"/> | Limited Degree (Fewer than 20% of goals were achieved.) |
| <input type="checkbox"/> | Partial Degree (Fewer than 50% of goals were achieved.) |
| <input checked="" type="checkbox"/> | Moderate Degree (At least 50% of goals were achieved.) |
| <input type="checkbox"/> | Major Degree (At least 90% of goals were achieved.) |

2. Rate the degree to which the School successfully implemented the activities identified in the previous year's SCEP (Mark with an "X").

- | | |
|-------------------------------------|---|
| <input type="checkbox"/> | Limited Degree (Fewer than 20% of activities were carried out.) |
| <input type="checkbox"/> | Partial Degree (Fewer than 50% of activities were carried out.) |
| <input type="checkbox"/> | Moderate Degree (At least 50% of activities were carried out.) |
| <input checked="" type="checkbox"/> | Major Degree (At least 90% of activities were carried out.) |

3. Rate the degree to which the activities identified in the previous year's SCEP impacted academic achievement targets for identified subgroups (Mark with an "X").

- | | |
|-------------------------------------|--|
| <input type="checkbox"/> | Limited Degree (No identified subgroups improved achievement.) |
| <input type="checkbox"/> | Partial Degree (Some of the identified subgroups improved achievement.) |
| <input checked="" type="checkbox"/> | Moderate Degree (A majority of identified subgroups improved achievement.) |
| <input type="checkbox"/> | Major Degree (All identified subgroups improved achievement.) |

4. Rate the degree to which the activities identified in the previous year's SCEP increased Parent Engagement (Mark with an "X").

- | | |
|-------------------------------------|--|
| <input type="checkbox"/> | Limited Degree (There was no increase in the level of Parent Engagement.) |
| <input checked="" type="checkbox"/> | Partial Degree (There was a minor increase in the level of Parent Engagement.) |
| <input type="checkbox"/> | Moderate Degree (There was modest increase in the level of Parent Engagement.) |
| <input type="checkbox"/> | Major Degree (There was a significant increase in the level of Parent Engagement.) |

5. Rate the degree to which the activities identified in the previous year's SCEP received the funding necessary to achieve the corresponding goals (Mark with an "X").

- | | |
|-------------------------------------|--|
| <input type="checkbox"/> | Limited Degree (Fewer than 20% of planned activities were funded.) |
| <input type="checkbox"/> | Partial Degree (Fewer than 50% of planned activities were funded.) |
| <input type="checkbox"/> | Moderate Degree (At least 50% of planned activities were funded.) |
| <input checked="" type="checkbox"/> | Major Degree (At least 90% of planned activities were funded.) |

6. Identify in which Tenet the school made the most growth during the previous year (Mark with an "X").

	Tenet 1: District Leadership and Capacity
	Tenet 2: School Leader Practices and Decisions
	Tenet 3: Curriculum Development and Support
	Tenet 4: Teacher Practices and Decisions
X	Tenet 5: Student Social and Emotional Developmental Health
	Tenet 6: Family and Community Engagement

In reflecting on the **PREVIOUS YEAR'S PLAN**:

- Describe the most significant positive impact(s) that resulted from the previous year's plan (may include such examples as specific changes in adult behavior and/or measurable changes in student outcomes).

The addition of the sunshine room (therapeutic sensory room) gave students individualized attention and sensory tools and self-regulation strategies. Implementation of common planning time and PLC time was instrumental in helping teachers plan lesson, analyze data, and improve instruction.

- Describe all mid-course corrections to the previous year's plan in response to data review and needed adjustment. Include details of current impact and expectations for sustainability moving forward.

The PLC time was hindered by student dismissal. Teachers were losing PLC time because it was taking too long to dismiss students. In order to correct the situation, the principal and instructional supervisor places 2 paraprofessionals in a centralized location (gym) to collect and hold students until they were picked up by parents. This enabled teachers to report to thier PLC. Teachers were also given the option of spending one day a week meeting for a longer period of time rather than only spending 30 minutes each day.

In developing the **CURRENT YEAR'S** plan:

- List the highlights of the initiatives described in the current SCEP.

Increasing student achievement
Improving attendance rates
Improve and increase teacher use of High Leverage Practices and Higher Order Thinking Questions
Close the achievement gap for black males and students with disabilities

- List the identified needs in the school that will be targeted for improvement in this plan.

Low proficiency rates on ELA and Math Assessments
High number of student absences
High rate of students living in poverty

- State the mission or guiding principles of the school and describe the relationship between the mission or guiding principles and the identified needs of the school.

We believe that for each and every one of us, academics is the key to college and career readiness. Based on the spring 2018 AIMSweb oral reading assessment, the proficiency rate is 19%. In order for students to be college and career ready, we must improve students literacy proficieny. Research shows the most important element to improve literacy achievement is independent reading. Additionally, we believe that improving the attendace rate will boost student proficiency.

- List the student academic achievement targets for the identified subgroups in the current plan.

15% increase for black students
15% increase for students with disabilities

- Describe how school structures will drive strategic implementation of the mission/guiding principles.

The building leadership will use a comprehensive professional development plan, PLCs, common planning meetings, student council, to focus on student achievement through data analysis, as well as thoughtful, rigorous, and culturally responsive lesson planning and delivery that incorporate higher order thinking questions and high leverage practices.

- List anticipated barriers that may impact the ability to accomplish the mission or guiding principles and how those barriers will be addressed.

We started the 2015-16 school year with 74% of students in grades 2-5 being level 1 on the districts fall interim assessment. On the spring ELA assessment 62.9% of students scored level 1 and 27.5 scored level 2. Only 19% of students scored proficient on the AIMSweb oral reading assessment and 13% of black students scored proficient on the same assessment. These barriers will be addressed by sharing this data with the entire school community to create the sense of urgency among all stakeholders. Teachers and staff will be encouraged to take advantage of the professional development opportunities being offered in order to better serve the needs of our students.

- Describe the professional development opportunities that will be provided to teachers and school leaders and the rationale for each opportunity.

1. Teachers will have professional development in high leverage practices to continue work that was done in the previous school year and to ensure that teachers continue to use these practices in the classroom. Research shows that these HLPs provide the greatest impact on student achievement.
2. Professional development will be provided on data analysis so that teachers can understand data. Teachers are expected to use data driven instruction and need to know how to interpret the data to make decisions about instruction.
3. Teachers will have the opportunity to participate in several book clubs in order to improve classroom and instructional practices.
4. Teachers will have professional development on trauma and its impact on students in order to make classrooms more culturally responsive and help teachers to understand challenges that students face and how to better deal with those challenges.

- List all methods of dialogue that school leaders will implement to strengthen relationships with school staff and the community.

Grade level Common Planning Meetings
BLT Meetings
Coffee talk discussions with parents
Walkthrough observations
APPR observations
Back to school nights
Literacy Night
Math Night
International Night
Informal Conversations

- List all the ways in which the current plan will be made widely available to the public.

Distributed to all teachers and shared in a professional development

Distributed to district leaders

Published to state website

- Describe the transition plans to assist preschool children from early childhood programs to the elementary school program (e.g., aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.). Applies to elementary schools ONLY.

The kindergarten teachers will pre-screen incoming Kindergarten students over the summer to assess incoming Kindergarteners knowledge of the alphabet, basic numeracy, colors, shapes, and basic motor skills. This will allow teachers to know where student achievement gaps exists and allow teachert to plan for early intervention. Kindergarten teachers will host an orientation prior to the start of school for parents to meet the teachers and building leadership team. Teachers will lay out expectations. MLK has an open door policy and parents may come to school whenever they wish.

Re-Identified Focus Schools

(Applicable to schools that were identified as Focus during the 2012-2016 identification period)

Focus Schools that were re-identified on the February 2016 list were required to implement more rigorous interventions focused on the needs identified through their DTSDE reviews. Focus Schools were required to implement at least one ESEA Flexibility Turnaround Principle (e.g., redesign the school day, week, or year; modify the instructional program to ensure it is research-based, rigorous, and aligned with State academic content standards; provide time for collaboration on the use of data) no later than the 2016-17 school year. The SCEP must describe the schools plan for intensive implementation of the selected Turnaround Principle and Districts must complete a school leader checklist for the re-identified Focus School, if the principal has been leader of school for more than two full academic years, in order to determine whether the school leader should be provided additional professional development and/or mentoring or replaced. Below provide an update on the implementation of the selected principle.

More information about the Turnaround Principles can be found at: <https://www.ed.gov/sites/default/files/esea-flexibility-acc.doc>

1. Describe the current stage of implementation of the Turnaround Principle the school chose to begin implementing in 2016-17?

In 2016-2017 MLK fully implemented PLC time to provide and promote collaborative time for teachers administrators and support staff. The time was used productively by teachers. Teachers needed more time than is contractually allotted. Additionally, teachers met weekly for common planning time with administrators and school PPS staff for planning and data analysis.

2. Identify the method for evaluating implementation of the Principle and any adjustments that have been made based on the evaluation. Include of the data sources used and trends identified from analysis.

Teachers report they are using their PLC time for planning and data analysis. The data suggests students are making progress. We started the year with 74% of students in grades 2-5 scoring level 1, and 27.5 level 2 on the district fall ELA interim. By the end of the year 62.9% of students were level 1 and 27.5% scored at a level 2 on the district February ELA interim.

3. How will the school continue to monitor and make adjustments to implementation?

The principal, instructional supervisor, and BLT will meet with teachers in September to solicit feedback in regards to how to improve PLC to be more efficient. We will explore ways to make PLCs work for teachers so they are not losing PLC time due to student dismissal. We will also continue the student council by appointing a new leader and giving the council a charge to help improve school climate.

Priority Schools: Whole School Reform Model
(Applicable to schools that were identified as Priority during the 2012-2016 identification period)

Under New York State's approved ESEA Flexibility Waiver, all Priority Schools are required to implement a systematic whole school reform model for a period of 3 years. In support of this implementation the Department has committed to ensuring that leaders of Priority Schools that are engaged in implementing whole school reform models are selected and supported by districts through a process that ensures high leadership qualifications as well as a good match between the leader's skills and competencies and the identified needs of the school. All priority schools that are not current recipients of School Improvement Grant (SIG [G]) or School Innovation Fund (SIF) must complete and submit the principal checklist accessed by the hyperlink and provide full responses to the narrative questions below to demonstrate their plan for implementation of a whole school reform model.

<http://www.p12.nysed.gov/accountability/forms.html>

1. New School Design and Educational Plan

A. Curriculum and Instruction: Provide a description of the curriculum being used by the school and any adjustments made to the curriculum based on data analysis of the implementation of the 16-17 plan.

B. Professional Development: Provide an update on the coherent framework for professional development described in the 2016-17 plan, which includes extensive job-embedded professional development, and structures for collaboration that enable teachers and support staff to have common, regular, and frequent planning time. Discuss how curriculum and instructional needs are reflected in plans for professional development.

C. Use of Time: Provide an update on the daily calendar and schedule as described in the 2016-17 plan and articulate how the use of time will continue to provide for meaningful improvements in the quality of instruction, enrichment opportunities, and professional culture of teacher leadership and collaboration. Based on data analysis of the 2016-17 plan

D. Assessment: Provide an update to the school's approach to assessment as described in the 2016-17 plan.

E. School Climate and Discipline: Describe the strategies the school will employ to continue to develop and sustain a safe and orderly school climate that supports fulfillment of the educational goals. Explain the school's approach to student behavior management and discipline for both the general student population and for students with special needs and if it has changed since evaluation of the 2016-17 plan. Explain how the school will encourage parent/family involvement and communication to support student learning and how it will gauge satisfaction with school climate.

F. Meeting the Needs of Unique Populations: Describe the population of students with disabilities, including those with moderate to severe disabilities, students who are English language learners, and students from households that are eligible for the federal free or reduced-priced lunch program, first generation college goers, students of color, and other young people underrepresented in higher education and the specific continuum of instructional and support strategies that will be employed to meet the needs of these populations.

2. Organizational Plan

The Organizational Plan should provide an understanding of how the school will be operated, beginning with its governance and management. It should present a clear picture of the school's operating priorities, delegation of responsibilities, and relationships with key stakeholders.

A. Site-based Governance: Provide an update to the organizational structure of the school and its day-to-day operation. Explain the rationale for any changes or lack thereof that have occurred since the 2016-17 plan.

B. Staffing, Human Resources, and Work Conditions: Provide an update to the staffing plan for the school including staffing needs and recruitment strategies and what changes the school has made since the implementation of the 16-17 plan.

Priority Schools: Whole School Reform Model

(Applicable to schools that were newly identified as Priority in February 2016)

Newly identified Priority Schools are required to implement a whole school reform model by no later than the 2018-19 school year. Districts may meet this requirement through implementation of a 1003(g) School Improvement Grant intervention model, a School Innovation Fund model, or through implementation of a School Comprehensive Education Plan that includes a Whole School Reform Model aligned to the United States Department of Education's (USDE) Turnaround Principles. More information regarding the requirements of these models can be found on the Office of School Innovation and Reform's website at <http://www.p12.nysed.gov/oisr/>. In support of this implementation the Department has committed to ensuring that leaders of Priority Schools that are engaged in implementing whole school reform models are selected and supported by districts through a process that ensures high leadership qualifications as well as a good match between the leader's skills and competencies and the identified needs of the school. All priority schools that are not current recipients of School Improvement Grant (SIG [G]) or School Innovation Fund (SIF) must complete and submit the principal checklist accessed by the hyperlink and provide full responses to the narrative questions below to demonstrate their plan for implementation of a whole school reform model.

<http://www.p12.nysed.gov/accountability/forms.html>

1. Identify the whole school reform model the school will implement no later than the 2018-19 school year.

2. Describe how the school selected the model identified. Identify any relevant data sources and analysis of those sources.

3. Detail a schedule of events for the 17-18 school year that will result in a fully developed plan for implementation of the selected model.

4. Describe the leading indicators that will be used to track progress against the schedule of events. Identify persons responsible for progress monitoring.

Priority Schools: Expanded Learning Time Plan

As per New York State's approved ESEA Flexibility Waiver, Priority schools implementing a whole school reform model in 2017-2018 must demonstrate that a minimum of 200 additional student contact hours are being offered as Expanded Learning Time in addition to the current mandated length of 900 hours per year of instruction in elementary school and 990 hours per year in high school.

A. Describe the target population of students to be served by the Expanded Learning Time program. Indicate whether students' participation in the additional hours will be mandatory or voluntary, and if voluntary, how are you ensuring that 50% or more of the students or of Academic Intervention Services students are participating?

B. Describe the unique academic, social, and emotional needs of targeted students that will be addressed through the components of the ELT program.

C. Describe how the school engaged representatives from multiple school and community stakeholder groups in thoughtful, data-driven needs assessment that address the holistic needs of students and teachers.

D. Describe the focused priorities, expressed as clearly articulated and measurable goals, that will guide the implementation and evaluation of all program partnerships and activities.

E. Describe how the school will foster a culture of safety, support, and social emotional growth where high expectations for students and staff are clearly articulated and supported through appropriate policies, procedures, and/or practices that adhere to NYSED's social/emotional learning guidelines.

F. Describe how the school will provide a consistently high-quality and rigorous core academic program, delivered by NYS certified teachers and qualified community educators (e.g., tutors, teaching artists, etc.), that directly aligns with Common Core Learning Standards.

G. Describe how the school will support personalized learning for all students through differentiated instruction, timely and targeted interventions for students who require additional support, and opportunities for acceleration.

H. Describe how the school will integrate high-quality and engaging enrichment programming that builds critical knowledge and skills and exposes students to potential college and career pathways.

I. Describe how the school will embed consistent and meaningful opportunities for all constituencies to collaborate with their peers, participate in professional development that improves instructional practices, and engage in self-reflection and evaluation.

J. Describe how the school will utilize data cycles that include baseline, progress monitoring, and summative evaluation measures for evaluating teaching and learning and informing appropriate supports, interventions, and/or services.

K. Describe how the school will allocate and integrate school, district, and community resources strategically to ensure that identified goals are achieved and critical program components can be sustained and/or scaled up over time.

Tenet 3: Curriculum Development and Support

Tenet 3 - Curriculum Development and Support		Curriculum Development and Support: The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student-learning outcomes.
B1. Most Recent DTSDE Review Date:		November 14, 16, 2017
B2. DTSDE Review Type:		SED Integrated Intervention Team (IIT)
C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.		From the November 14th and November 16th, 2016 DTSDE IIT review, the school leader needs to ensure that teachers are challenging students to think rigorously by planning a sequence of higher-order thinking questions to probe students' understanding in lesson plans. From the Spring 2017 Literacy Benchmark, only 42.7% of students were proficient including 13% of black students and 0% of students with disabilities.
D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.		By the end of the school year, June 2018, 95% of teachers will have planned a sequence of higher-order thinking questions in lesson plans to promote student understanding as evidenced by an 8% overall increase in proficiency in AIMSweb Benchmarks and a 15% increase for black students and students with disabilities in AIMSweb Benchmarks in order to close the achievement gap.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.		AIMSweb Benchmark for Oral Reading
E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
September 1, 2017	January 1, 2018	Teachers will plan sequenced higher-order thinking questions in their lesson plans (planbook.com)
September 1, 2017	March 1, 2018	Reading teachers will provide PD in planning explicit instruction for students below reading proficiency using the book "Revisit, Reflect, Retell".
September 1, 2017	June 30, 2018	Teachers will be provided with daily PLC time and common planning twice a week in order to analyze student data, create data-driven lesson plans, problem solve instructional challenges, and participate in professional development to improve instruction, specifically related to higher order thinking questioning.
February 26, 2018	February 28, 2018	Principal, Instructional Supervisor and 3 teachers will attend the conference: PLAIN Talk About Literacy and Learning. This institute addresses how we can prevent and remediate reading difficulties, how children read and why some children have difficulties learning to read. The institute provides the latest research on reading and effective strategies that can be implemented in classrooms. The team will provide all staff with PD to learn the strategies and information provided to the team at the conference.
September 1, 2017	June 30, 2018	As part of a comprehensive school based professional development program, the principal and instructional supervisor and BLT will collaborate to provide professional development on a bi-weekly basis on differentiation, benchmarking, and progress monitoring in order to inform instructional practices and raise students achievement for at-risk students, black students, students with disabilities.

September 1, 2017	June 30, 2018	The principal, instructional supervisor, reading specialists and BLT will work with teachers to ensure teachers are creating and using culturally responsive educational lessons and materials.
September 1, 2017	June 30, 2018	The principal and instructional supervisor will collect and review teacher lesson plans on a weekly basis and provide timely feedback on instruction, rigor, higher-order thinking questions, student engagement, and curriculum implementation.

Tenet 4: Teacher Practices and Decisions

Tenet 4 - Teacher Practices and Decisions	Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups experience consistent
B1. Most Recent DTSDE Review Date:	November 14, 16, 2017
B2. DTSDE Review Type:	SED Integrated Intervention Team (IIT)

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	From the November 14th and 16th, 2016 DTSDE ITT review, the OEE found that teaching practices need to include an increase in rigor and student engagement. The OEE recommended that the building leadership team conduct regular informal classroom visits with a two-day turnaround time for instructive feedback. Based on Spring 2017 oral reading benchmark data, teaching practices will include increase in rigor, student engagement, and independent reading.
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By June 2018, all teachers will incorporate instructional practices to increase rigor, student engagement, and independent reading using higher-order questions and complex texts in their daily lessons as evidenced by an 8% increase in the district interim assessment results from Fall 2017 to Spring 2018 and a 15% increase for black students and students with disabilities on the district interim assessment results from Fall 2017 to Spring 2018.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	District Interim Assessments ELA and Math

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
September 1, 2017	September 30, 2017	The building leadership team will establish a school wide reading committee to create, plan, and implement school wide literacy initiatives and make suggestions for literacy materials that are culturally responsive.
September 1, 2017	June 26, 2018	The BLT and the reading committee will hold monthly assemblies promoting and rewarding literacy engagement and achievements
January 1, 2018	March 1, 2018	The reading committee will hold a community wide literacy night for parents and students
October 1, 2017	October 30, 2017	Reading teachers will hold a parent literacy workshop for families of students who are receiving AIS.
September 1, 2017	June 30, 2018	Principal and Instructional Supervisor will use web based technology to gather data from lesson plans and walkthroughs and give feedback to individual teachers and grade level and horizontal instructional teams on a weekly basis to ensure teacher instruction is well planned and aligned to district curriculum maps and CCLS in order to promote student achievement.
September 1, 2017	June 30, 2018	School leaders will communicate that independent reading, high leverage practices, and higher order questioning is the instructional strategy of focus for the school year. The principal and instructional supervisor will ensure that teachers are effectively using independent reading, high leverage practices, and higher order questioning through weekly walkthroughs, formal and informal observations, PLCs and common planning meetings.

February 26, 2018	February 28, 2018	Principal, Instructional Supervisor and 3 teachers will attend the conference: PLAIN Talk About Literacy and Learning. This institute addresses how we can prevent and remediate reading difficulties, how children read and why some children have difficulties learning to read. The institute provides the latest research on reading and effective strategies that can be implemented in classrooms. The team will provide all staff with PD to learn the strategies and information provided to the team at the conference.
September 1, 2017	June 30, 2018	The principal, instructional supervisor, intervention specialist and staff will continue the Move 2 strategy by meeting in 1 common planning and 2 PLC's per week. A common Google doc will be created to track students as well as a formal binder.
September 1, 2017	June 30, 2018	The principal, instructional supervisors, and BLT will provide professional development to staff on high leverage practices and culturally responsive education
August 1, 2017	August 30, 2017	Kindergarten teachers, reading specialists, elementary special education teachers, and the school leadership team will collaborate to schedule and screen incoming Kindergarten students over the course of two days during the last week of August. The screening will assess student knowledge of the alphabet, basic numeracy, colors, shapes, and basic motor skills in order to provide Kindergarten teachers and reading specialists with data to support instructional groupings and plan effective instructional strategies to fill in gaps in learning.

Tenet 5: Student Social and Emotional Developmental Health

Tenet 5 - Student Social and Emotional Developmental Health	Student Social and Emotional Developmental Health: The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.
B1. Most Recent DTSDE Review Date:	November 14, 16, 2017
B2. DTSDE Review Type:	SED Integrated Intervention Team (IIT)

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	From the November 14th and 16th, 2016 DTSDE ITT review, the school needs to implement a system for positive behavior to promote the social and emotional well being of all students. As a result of the November 2016 review, the student council (grades 1-5) was implemented in January 2017 and will continue and expand throughout the 2017-18 year.
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By the end of the school year, June 2018 the school in conjunction with the student council will implement a system to promote positive school behaviors as evidenced by an 8% decrease in student classroom removals and suspensions and a 16% decrease in classroom removals and suspension of black males.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student Suspension Rate (Short-Term / Long-Term) Student Discipline Referrals

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
September 1, 2017	September 30, 2017	The The Principal, Instructional Supervisor, building leadership team will establish a grade 1-5 Student Council.
October 1, 2017	June 30, 2018	Student council will meet bi-weekly to implement systems and programs that promote positive school behaviors.
September 1, 2017	June 30, 2018	The Principal, Instructional Supervisor, and Trauma Sensitive Schools team will utilize "Unique Boutique" dollars to help students acquire new, clean clothing in order to provide an incentive for positive behavior.
September 1, 2017	June 30, 2018	The The Principal, Instructional Supervisor, Trauma Sensitive School team will provide PD to staff to increase teacher understanding and management of children with trauma needs.
September 1, 2017	November 1, 2017	The Principal, Instructional Supervisor, Trauma Sensitive School team will provide trauma sensitive zones in each classroom in order to give students a place to deescalate rather than being removed from the room.
September 1, 2017	June 30, 2018	The Principal, Instructional Supervisor, Trauma Sensitive team will provide embedded PD in classrooms in order to decrease behavior removals, referrals, and suspensions.

Tenet 6: Family and Community Engagement

Tenet 6 - Family and Community Engagement	The school creates a culture of partnership where families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.
B1. Most Recent DTSDE Review Date:	November 14, 16, 2017
B2. DTSDE Review Type:	SED Integrated Intervention Team (IIT)

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	From the November 14th and 16th, 2016 DTSDE ITT review, the OEE found that the school needs to utilize information from parent surveys to plan events for the school year. From the November 14th and 16th, 2016 DTSDE ITT review, the OEE found that the school needs to find ways to give parents awareness of the programs and services that are available and how to access them.
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	During the 2017-2018 school year, the leadership team will make parents aware of the programs and services that are available within the school and how to access them as evidenced by an 20% increase in attendance at academic programs and services at the school.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Parent Participation in District/School Surveys Parent Participation in Programs

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
September 1, 2017	June 30, 2018	The Trauma Sensitive Schools team will provide parent workshops throughout the year to establish relationships and promote parent participation within the school day.
September 1, 2017	June 30, 2018	The Principal, Instructional Supervisor,, and BLT will host monthly coffee talk for parents in order to promote information and access to academic programs and services available at the school and to promote parent participation in school activities.
Septemer 1, 2017	October 31, 2017	The Building Leadership Team will provide PD to teachers on utilizing technology to share information on academic programs and services at the school.
Septemer 1, 2017	June 20, 2018	The social workers and parent liaison will meet with families of students transferring into MLK from other schools or districts in order to ensure families know what academic programs, services and events are available and to answer any questions families may have about MLK.
Septemer 1, 2017	June 30, 2018	Each month, the principal and instructional supervisor will invite members of the community come to classrooms to be "celebrity readers" to promote support for student independent reading.
August 1, 2017	August 30, 2017	Kindergarten teachers, reading specialists, elementary special education teachers, and the school leadership team will collaborate to schedule and screen incoming Kindergarten students over the course of two days during the last week of August. The screening will assess student knowledge of the alphabet, basic numeracy, colors, shapes, and basic motor skills in order to provide Kindergarten teachers and reading specialists with data to support instructional groupings and plan effective instructional strategies.

September 1, 2017	September 15, 2017	During Back-to-School Night, the leadership team will collaborate with the PTO to introduce the Parent Center, communicate about the monthly school newsletter, gather updated parent contact information, and elicit feedback regarding parent and community involvement at MLK, in order to promote a positive supportive school culture for students, families, and staff.
May 1, 2017	May 15, 2017	During International Night, the leadership team will collaborate with the PTO to provide parents with resources regarding the importance of summer academic practices to prevent loss of growth obtained during the school year and promote a positive supportive school culture for students, families, and staff.