

I. Needs Assessment:

Martin Luther King, Jr. Elementary has approximately 570 students in grades kindergarten through 5th, two administrators, 36 teachers, and 28 support staff members. The mission of Martin Luther King, Jr. Elementary School is to empower students to reach their fullest potential and embrace learning experiences and opportunities to become college and career ready, productive citizens and lifelong learners. We are a Title I Focus and Opportunity School with 100% free and reduced lunch.

II. SIP Goals:

1. By May 2019, 100% of the teachers will participate in training for and implement PBIS Classroom Systems. By May 2019, 90% of the teachers will effectively develop and implement a classroom rules and routines matrix, an acknowledgement system, and a consequence system for academic engagement.

During the 2018-2019 year, our school will hold a PBIS team meeting every month to look at data that informs our PBIS action plan. Our school will ensure the School-Wide Teaching Matrix and Posters that include expectations & rules are posted in the classroom to allow teachers to refer to them while re-teaching. Students are explicitly taught the expectations and rules throughout the year. School-Wide rewards and celebrations will be implemented. Teachers will participate in job-embedded professional learning centered on the Classroom PBIS Systems.

2. By May 2019, 100% of teachers will be trained on the implementation of learning targets and success criteria with 90% of teachers implementing these strategies effectively.

The core instructional strategies included in our action plans are: Teacher lesson plans and instructional delivery that align with the Georgia Standards and a daily scheduled Increased Learning Time (ILT) for both mathematics and reading. The use of data will assist teachers in developing plans based on student needs, both for remediation and enrichment to drive the focus during the ILT, ensuring that students are knowledgeable of how to organize, process, and transfer learning. Instruction is differentiated/personalized for all learners in order to increase rigor and deepen student knowledge. Use of formative assessments and learning progressions will identify student's understanding of core instruction throughout lessons and units.

III. Professional Learning Plan:

The professional development efforts include the use of the curriculum/literacy coach to prepare and deliver PD which guide teachers in differentiating/personalizing and scaffolding instruction. We will provide on-going professional development by utilizing the Gradual Release of Responsibility Framework and provide professional development on Gradual Release of Responsibility, instructional strategies that improve literacy, increase rigor, and differentiation/personalization of instruction by content, process, and product.

Step 1: Administrators & School Coaches watch GA DOE Overview Webinar

- [Overview](#) (47m 38s) – Tier 1 Systems Overview

Step 2: School PBIS Teams watch each of the GA DOE Classroom Modules

- [Module 1](#) (43m 51s) - Developing & Teaching Rules & Routines
- [Module 2](#) (38m 43s) – Acknowledging Appropriate Behavior
- [Module 3](#) (55m 11s) – ABC's of Behavior, Active Supervision and Continuum of Response Strategies
- Module 4– Instructional Practices
- Module 5– Verbal De-Escalation

Step 3: School PBIS Team create implementation plan for rolling out PBIS in Classrooms**Step 4: Coaching Plan to support roll-out is created**